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ABSTRACT

This report assesses the impact of testing on the national minority teaching force. Its central focus examines the impact of teacher competency tests on prospective minority teachers and, where data are available, the impact of testing on veteran teachers is assessed. State-by-state profiles are presented. A case study of a single state, Florida, with an extensive secondary school through higher education testing program, is provided to illustrate the full impact testing is having on the aspirations of minority youth who wish to be teachers. In addition, the impact of state testing policies and programs on historically black institutions is assessed. An analysis of the trends revealed by the study suggests that teacher competency testing as it presently exists in most states needs to be reexamined. (JD)

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THE EFFECTS OF COMPETENCY TESTING ON THE SUPPLY OF MINORITY TEACHERS

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A Report Prepared for the National Education Association and the Council of Chief State School Officers

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Overview

In 1978 the U.S. Supreme Court affirmed a district court decision in U.S. v. State of South Carolina that upheld use of the National Teacher Examinations (NTE) for teacher certification. This legal precedent gave impetus to the rapid acceptance of the teacher competency testing movement. At the same time, many states, primarily in the South in the beginning, established testing as the central focus of their education reform movements. Standardized testing was implemented at various levels throughout K-12 education and higher education in hopes of stemming "the rising tide of mediocrity" described in 1983 in A Nation at Risk. Diploma tests as requirements for graduation from high school emerged. The "rising junior" tests followed to guarantee that college students who had completed their sophomore years in community colleges and four year institutions were adequately prepared to pursue bachelor degrees. Admission tests and exit examinations, particularly for teacher education students in bachelor degree programs, soon joined the already existing array of examinations used for admission to graduate schools.

The evidence is clear. No other conclusions can be drawn. Literally thousands of minority candidates have been screened by examinations from the teaching profession over the last decade. The collective array of standardized examinations used throughout the public schools and higher education constitutes a complex tangle of barriers to educational access and social mobility that mitigate against the welfare of the nation. Current educational policies are contributing directly to the creation of a large, permanent underclass

of poor and minority citizens. The poor and minority child's major link to a professional role model, the teacher, has been seriously severed. Testing has now become part of the problem rather than the solution.

This report assesses the impact of testing on the national minority teaching force. Its central focus examines the impact of teacher competency tests on prospective minority teachers; however, where data are available the impact of testing on veteran teachers is assessed. State-by-state profiles are presented. The testing of teacher education students in higher education and veteran teachers, however, is only a part of the picture. The formal education of a teacher begins in public school. Therefore, a case study of a single state, Florida, with an extensive public school through higher education testing program is provided to shed light on the full impact testing is having on the aspirations of minority youth who wish to be teachers. In addition, the impact of state testing policies and programs on historically black institutions is assessed. Among the trends that emerge from this analysis, the following are cause for serious concern:

Teacher Competency Testing

> Teacher competency testing is a nationwide movement. Forty-six states have state board of education and/or legislative mandates requiring some form of competency assessment of teachers. Three additional states are planning assessment programs. Only Alaska reports no plans to test. (Sandefur, 1986b).

> State teacher competency assessment programs consist primarily of standardized or customized pencil-paper tests for admission to approved teacher education programs and for certification. Twenty-five states require testing for

admission to teacher education programs. Forty-one states require testing prior to certification. Fourteen states require on-the-job assessment. The tests purport to measure basic skills, general knowledge, professional knowledge, and subject area content. (Sandefur, 1986b).

Minority Performance on Teacher Competency Tests

Typical first-time passing rates on admission and certification tests range from 15% to 50% for black candidates, 39% to 65% for Hispanic candidates, 37% to 77% for Asian American candidates, and 20% to 70% for native American candidates, compared to 71% to 96% for white candidates.

In every state where data are available, disproportionate numbers of minority candidates are failing admission and teacher certification tests. The headcount statistics are startling.

In the only study of beginning teacher programs conducted to date that reports data by race, black teachers out-performed white teachers on beginning teacher classroom performance evaluations. Measures of applied knowledge may be more appropriate instruments than pencil-paper tests for selecting qualified minority teachers.

Impact of Teacher Competency Tests on Minorities

Regardless of the state and the type of competency test being used, disproportionate numbers of prospective minority teachers are being screened from the teaching profession.

Based upon the best estimate that can be made from data available at this time, the elimination of approximately 37,717 minority candidates and teachers, including 21,515 blacks, 10,142 Hispanics, 1,626 Asians, 716 native Americans, and 3,718 other minorities can be documented in nineteen states. If data were available for all test administrations in all states, the numbers would be much greater.

The testing of veteran teachers has contributed to the declining numbers of minority teachers.

If the currently observable impact of competency testing continues unabated along with normal rates of attrition through retirements and teacher burnout, minority representation in the national teaching force could be reduced to less than 5% by the year 2000.

State-mandated competency testing is one of the major reasons for the minority teacher shortage. The number of minorities who qualify for admission to teacher education programs or for certification is shockingly small in most states.

Impact of Teacher Competency Tests and State Policies on Historically Black Institutions

The impact of state-mandated testing programs on teacher education programs at historically black institutions (HBIs) has been severe. The most severely affected HBIs have been the private liberal arts institutions that had small programs prior to state-mandated testing. The impact on public HBIs is severe although somewhat less severe than on the private HBIs.

The general trends at HBIs are declining enrollments in teacher education programs and fewer graduates taking and passing certification tests, despite evidence that several institutions have increased their overall passing rates.

The requirement of minimum cutoff scores on undergraduate admission and certification tests and the requirement in some states that a specified percentage of an institution's graduates pass certification tests in order to maintain state approval are two state policies having a seriously negative impact on HBIs.

No real evidence indicates that reduced enrollment in teacher education programs at HBIs is paralleled by increasing minority enrollment at predominantly white institutions. For the most part, minority enrollment in teacher education programs has declined in all institutions.

Little evidence indicates that predominantly white institutions prepare minority students to pass admission and certification examinations any better than do HBIs.

Impact of State Policies

The requirement of minimum cutoff scores on undergraduate admission and certification tests and the requirement in some states that a specified percentage of an institution's graduates pass certification tests in order to maintain state approval are two state policies that are reducing the numbers of minority teachers prepared at predominantly white institutions. The latter policy discourages minority recruitment, utilization of exception policies, and development of alternative admission criteria.

The testing requirements, including minimum SAT and ACT scores, for entry into teacher education restrict so severely the pool of minority candidates in most states that special recruiting programs and loan and scholarship incentive programs are rendered ineffective in increasing the number of minority teachers. In one state with a public school minority enrollment of 32% and with a graduating high school class of 3,761 black test-takers and 2,918 Hispanic test-takers, 80% of the blacks and 61% of the Hispanics failed to post SAT scores high enough to be admitted to teacher education programs.

Many states either do not collect or do not provide data on test results by race or ethnicity, and many states have not conducted their own comprehensive studies to determine the impact of testing policies on minorities. Of the states that do collect and report results by race, most report first-time passing rates. Few report retake data.

Overall, the trends suggest that teacher competency testing as it presently exists in most states across the nation needs reexamination. However, not listed above are policies in some states that are positive attempts to ameliorate the impact of testing on minorities and to increase the numbers of minority teachers. These more positive policies are signs that reexamination has already begun in some states. Collaborative leadership from state officials, teachers, professional educators, and the public in an organized nationwide effort is the next step needed to restore integrity to the process of American education. What appears to some as the willful elimination of minority teachers must be addressed. A democratic nation cannot have excellence in education without equity.

THE EFFECTS OF COMPETENCY TESTING ON THE SUPPLY OF MINORITY TEACHERS

Introduction

This examination of effects of state-mandated teacher competency testing on the supply of minority teachers for the nation's K-12 classrooms is one of a four-part study on minority participation in teaching jointly sponsored by the National Education Association (NEA) and the Council of Chief State School Officers (CCSSO). The use of teacher competency testing for admission to teacher education programs and for certification to improve the quality of teaching is examined in the context of its impact on the supply of minority teachers in various states. Based on data from states with experience in testing, the current and future effects of the competency testing movement and the political and educational dimensions of teacher competency testing policies are evaluated.

The Data

Each Chief State School Officer (CSSO) was invited to participate in this study sponsored by the NEA and the CCSSO by providing the following data:

> If applicable to your state, for most recent years, numbers and percentages of persons passing tests for admission to approved teacher education programs, by race or ethnic group.
>
> If applicable to your state, for most recent years, numbers and percentages of persons passing tests for teacher certification, by race or ethnic group.
>
> If applicable to your state, for most recent years, numbers and percentages of persons passing tests or other evaluation criteria administered to inservice teachers, by race or ethnic group.

Numbers and percentages of teachers in each ethnic or racial group who have been certified each year since 1960, if available.

If the SAT or ACT is used as a criterion for admission into teacher education, the numbers and percentages of students by racial or ethnic group who have qualified annually since the implementation of this rule.

If applicable to your state, the numbers and percentages of persons who have passed beginning teacher evaluation or assessment programs, by race or ethnic group.

For any of the above, data would be appreciated that show passing rates by racial group for first, second, third, etc., attempts at tests or screening criteria.

The first letter requesting data was sent by electronic mail from Steve Kaagan, Vermont Commissioner of Education, on April 1, 1987. The researcher sent a follow-up request for data on May 6, and a second letter of request from the CCSSO followed. The CSSOs in thirty-five states chose to participate in the study. Nineteen of the thirty-five participating CSSOs, however, either could not provide test results by racial or ethnic groups, could not provide reports of test results because the testing program had not been implemented yet, or could not provide the data in time to be included in the study. Many, however, provided other requested data. Data useful for assessing the impact of testing policies on minority teachers were provided, however, by sixteen CSSOs. Participating CSSOs are to be commended for their cooperation in providing data for a study that was likely to result in controversial findings. Notes concerning CSSO participation are included in Appendices A and B.

In all, data were available for nineteen states. Primary data were made available for eighteen states; secondary data were used exclusively for only one state. In states where data were not

provided by CSSOs or their staffs in state departments of education, data were obtained from newspapers and selected educational professionals. Primary data from departments of education were provided for three states by educational professionals who were representatives from state affiliates of NEA or the investigator's professional contacts in universities and colleges. Although data from newspapers in several states were used to augment official state reports, the impact on the minority teacher supply was determined from primary sources except for Arkansas where only data from secondary sources were available. All of the data from secondary sources, however, cited state departments of education as the original data sources.

Retake data were provided for only four states--Florida, Georgia, South Carolina, and Texas. Consequently, with the exception of these four states, the impact of testing on the minority teacher supply was extrapolated primarily from data on first-time test-takers. This limitation imposed by the absence of retake data for most states is discussed at length in the final summary and discussion.

Upon completion of the first draft of the report, CSSOs were asked to review their respective state sections of the study for inaccuracies and misinterpretations of data. Results of this review are provided in Appendix B. A second revision of the study containing CSSOs' responses was sent for external review to Bill Mehrens, Michigan State University; Antoine Garibaldi, Xavier University; and Greg Anrig, Educational Testing Service. The final

report reflects recommendations from external reviews concerning the data and conclusions to the extent the investigator felt appropriate.

That some data from newspapers and even official state reports may contain inaccuracies is readily acknowledged. Official and unofficial reports alike often lacked internal mathematical consistency. The original objective of a careful, complete assessment of the impact of testing on minorities was also difficult to achieve because longitudinal, systematic data collection either does not exist in some states or the data could not be made available for this study. Nevertheless, in spite of inherent flaws, this report represents the most comprehensive collection of data relative to the testing of minority teachers that is currently possible.

Readers should be cautioned for various reasons against making comparisons among states concerning the quality of teacher education programs or the skill and knowledge levels of teacher education students. The state-by-state profiles of passing rates do not constitute a "national report card." Testing programs and statistical reporting systems vary widely from state to state. Passing rates reported from a state may be based upon results from a single test administration or from different administrations within a period of one to several years. Whereas some states are using an examination as an admission test, other states are using the same examination as an exit or certification test. Finally, states that are using the same tests for the same purposes have established different passing scores at different times.

Profile of the Teacher Competency Testing Movement

Spreading rapidly from its origin in the southern states in the mid-seventies to all regions of the nation in little more than a decade, the teacher competency testing movement has evolved into a variety of testing programs that include admission and certification testing and, more recently, on-the-job assessment. Sandefur (1986b) continues to provide annually the most comprehensive state-by-state profile of the movement. He reports that with 46 states having legislative or board of education mandates to test and three additional states planning testing programs, only Alaska remains with no plans to test the competency of prospective teachers. Results of the latest survey presented in Table 1 point to similarities and differences in the state-mandated testing programs:

> State board of education mandates for testing outnumber legislative mandates 32 to 20. It should be noted that six states have both board of education and legislative mandates. It is interesting to note that 10 of the mandates occurred between 1975 and 1979, 28 between 1980 and 1984, and eight in 1985 and 1986.
>
> Twenty-five states require testing for admission to teacher education programs. The PreProfessional Skills Test (PPST) and the California Achievement Test (CAT) are the most commonly used tests, although a few states have minimum required scores on the Scholastic Aptitude Test (SAT) and the American College Test (ACT). All of the admissions tests reflect the concern that applicants to teacher education programs be competent in the basic skills of communications and mathematics. In most states, students in teacher education also are required now to hold minimum grade point averages in excess of those required for retention in the situation. Typical GPA requirements range from 2.2 to 2.5 on a 4.0 scale.
>
> Forty-one states require some form of testing prior to certification. In rank order, the concerns for certification are that the applicant be proficient in the basic skills (44), professional knowledge (32), subject

content (31), and demonstration of competence on the job (14). Of the 46 states testing, 31 use a standardized test. The National Teachers Examination (NTE) and the PPST (26), produced by the Educational Testing Service, are by far the most common. Sixteen use customized tests usually developed within the state, although a few states reported contracts with National Evaluation Systems (NES) to develop state tests. Eight states use both a national standardized test and a customized test. Six states either did not report the tests used or have not yet selected them.

In states reporting cutoff scores on the ACT, the usual range was from 16 to 18. SAT cutoff scores ranged from 735 to 850. The NTE minimum passing scores ranged from 640 to 649 for general knowledge, and 630 to 648 for professional knowledge. (p.12)

TABLE 1

STATES MANDATING COMPETENCY ASSESSMENT OF TEACHERS -1986

STATE	MANDATE		DATE	LEVEL		SKILLS TESTED				TYPE OF TESTS	
	Legislative	St. Bd. of Educ.	Mandated / Implemented	Admissions	Certification	Basic	Professional	Academic	On-the-Job	National Std.	Customized
Alabama		X	80/81	X	X	X	X	X		ACT/SAT	X
Arizona	X	X	80/81	X	X	X	X			PPST	X
Arkansas	X	X	79/83		X	X	X	X		NTE	X
California	X		81/83	X	X	X		X		CBEST/NTE	X
Colorado	X		81/83	X	X	X				CAT	
Connecticut	X	X	82-85/83-87	X	X	X	X	X			X
Delaware		X	82/83		X	X				PPST	
Florida	X		78/80	X	X	X	X		X		X
Georgia		X	75/78		X		X	X	X		X
Hawaii		X	84/86		X	X	X	X		NTE	
Illinois	X		85/86-88	X	X	X					X
Indiana	X		84/85	X	X	X	X	X		NTE	X
Kansas	X		84/86		X	X	X			PPST/NTE	
Kentucky	X	X	82/83-85	X	X	X	X	X	X	NTE	
Louisiana	X		77/78		X	X	X	X		NTE	
Maine	X		84/88		X	X	X	X		NTE	
Marvland		X	86/87		X	X	X	X		NTE	
Massachusetts		X	79/82		X	X	X	X			X
Minnesota	X		85/88			X		X		NTE	
Mississippi	X	X	82/86	X	X	X	X	X	X	NTE	X
Missouri		X	81/85	X		X				ACT/SAT	
Montana		X	85/86		X	X	X	X		NTE	
Nebraska	X		84/86	X		X				PPST	
Nevada		X	84/86	X	X	X		X	X	?	?
New Hampshire		X	84/85		X	X				PPST	
New Jersev		X	84/85		X	X		X		NTE	
New Mexico	X	X	81/83	X	X	X	X	X		NTE	
New York		X	84/84		X	X	X		X	NTE	
North Carolina		X	79/82	X	X	X	X	X	X	NTE	
North Dakota		X	86/	X	X	X	X	X		?	?
Ohio		X	85/87	X	X	X	X	X			
Oklahoma	X		80/82		X	X	X	X	X		X
Oregon		X	82/85	X	X	X				CAT	
Pennsylvania		X	84/87		X	X	X	X	X	?	?
Rhode Island		X	82/86		X	X	X			NTE	
South Carolina	X		79/83	X	X	X	X	X	X	NTE	
South Dakota		X	85/86		X	X	X	X	X	NTE	
Tennessee		X	79/79	X	X	X	X	X		PPST/NTE	
Texas	X		81/84-86	X	X	X	X	X	X	PPST	X
Utah		X	79/80	X		X				?	?
Vermont		X	80/82		X		X	X	X		X
Virginia	X		80/85		X	X	X	X	X	NTE	X
Washington		X	78/83-87	X	X	X	X				X
West Virginia		X	82/85		X	X	X	X		?	?
Wisconsin		X	86/87	X	X	X		X		?	?
Wyoming		X	82/82	X		X				CAT	
TOTALS - 46	20	32		25	41	44	32	31	14	31	16

Note: From "State Assessment Trends" by J.T. Sandefur, August, 1986, AACTE Briefs, 13.

Minority Performance on Teacher Competency Tests:

A State-By-State Analysis

As early as 1979, the disproportionate impact of competency testing on minority teachers was evident. Describing teaching as "the profession blacks may lose," Trammer (1980, p. 69) and others (Scott, 1979; Mohr, 1980; Wright, 1980; & Mercer, 1983) noted the detrimental effects of competency testing on the professional pool of black teachers. In a comprehensive analysis of historical and contemporary factors responsible for the diminishing number of black teachers, Witty (1982) identified state-mandated competency testing as a threat to the very "survival of black teachers in America" (p. 1). By 1984 sufficient statistical evidence from a few states began to emerge that suggested foreboding consequences for minority teachers. Reviewing the failure rates for black students in Florida, Hoover (1984) alluded to teacher competency tests as "educational genocide for blacks" (p. 70). In an analysis of unresolved issues posed by the newly adopted Texas teacher assessment program, Vargas (1984) forecasted a similar threat to Hispanic teachers. Questioning blind acceptance of competency tests as the major instrument for improving public schools and teacher training programs, Gallegos (1984) echoed concern for native American teachers, particularly those being displaced by Anglos in Bureau of Indian Affairs schools in Arizona. Kauchak (1984) reported the alarming decline of blacks entering the teaching force following the inception of competency testing in Louisiana. In a

review of issues in teacher testing, Darling-Hammond and Wise (1984) concluded, "One important, direct effect of teacher competency testing is to decrease the supply of minority teaching candidates" (p. 16). Noting the severe rate minorities in ten states were being excluded by testing from teaching profession and the rapid rate states were mandating testing, Smith (1984a, 1984b) projected that "minority representation in the national teaching force could be reduced to less than 5% by 1990" (p. 8). Observing that the nation "has never had an adequate supply of qualified Black, Hispanic, Asian, or Native American teachers," Dilworth (1984, p. 57) discussed state certification examinations as exacerbating an already existing crisis.

With more states adopting testing programs and more scholars addressing minority teacher issues between 1985 and 1987, the growing evidence continued to indicate that state-determined cutoff scores were consistently being set at levels high enough to eliminate disproportionate numbers of minority candidates. Using aggregated test scores from 50 states and the highest of three hypothetical qualifying scores, Goertz and Pitcher (1985b.) predicted that "the teaching force would become 92 percent white and five percent Black by the year 2000" (p. 41). Garcia (1985) identified the admission and certification examinations used in most states, examined their validity, and noted the disturbing truth that examinations were having a devastating effect on minorities. George (1985) noted the serious impact of testing on historically black institutions and on the numbers of minority role models in schools. Garibaldi (1986) noted the severe impact of the NTE on black candidates in a comprehensive investigation of reasons for the decline of black teachers in

Louisiana. From teacher statistics in ten southern states from 1980-81 to 1983-84, Cooper and Williams (1986) attributed a 6.4% decline of minority teachers primarily to testing. Examining black participation in education from the public school level through higher education, Baratz (1986) identified competency testing as a major factor among several responsible for declining numbers of black teachers. Similarly, Anrig (1986) and Bracey (1986) acknowledged the detrimental effects of testing on minorities. Graham (1987) asserted that the number of blacks majoring in education has dropped at twice the rate of decline for whites, not because of greater access to better paying, higher status professions, but because of reduced participation in higher education, poor educational background, and low performance on teacher tests.

Presently, the available evidence of disparate impact on minorities is irrefutable. Despite inadequate reporting systems and the lack of consistent data for every state, the evidence is clear that disproportionate numbers of minority candidates have been and are being screened from the teaching profession. This exclusionary trend is evident regardless of the state and regardless of the type of examination---admission or exit, standardized or customized, basic skills, subject matter, or professional knowledge. Table 2 presents passing rates by ethnicity on tests used for admission to teacher education and for certification in 19 states.

TABLE 2

Teacher Competency Test Passing Rates
by Ethnicity for Nineteen States

State	Passing Rates By Percent						Test
	Anglos	Asians	Blacks	Hispanics	Native Americans	All	
Alabama	86		43			81	AITCT (NES)
Arizona	73	37	31	40	20	65	ATPE
Arkansas	88		33			82	NTE (ETS)
California	76	50	26	39/40/38[1]	67	68	CBEST (ETS)
Connecticut	56	42	31	30	75	55	CONNCEPT
Florida	89	55	37	53	70	82	FTCE
Georgia	87		35			78	CRTCT (NES)
Louisiana	76		15			77	NTE (ETS)
Mississippi	72		33			63	COMP (ACT)
	97-100[2]		54-70[2]			NA	NTE (ETS)
New Jersey	92	53/71[3]	53/71[3]	53/71[3]	53/71[3]	87/89	NTE (ETS)
New Mexico							
Admission	71			51		63	Tests vary by Institution
Communication Skills	96		82	83	55	92	NTE (ETS)

TABLE 2 (Continued)

Teacher Competency Test Passing Rates
by Ethnicity for Nineteen States

State	Passing Rates By Percent					Test
	Anglos	Asians	Blacks	Hispanics	Native Americans	All
New Mexico (Continued)						
General Knowledge	94		65	72	52	88
Professional Knowledge	99		98	97	91	99
New York						
Communication Skills	86	40	49	75/42/49[1]	69	81 NTE (ETS)
General Knowledge	80	59	42	33/36/42[1]	77	75
Professional Knowledge	89	64	60	83/51/50[1]	83	87
North Carolina						
Professional Knowledge	91		36			80 NTE (ETS)
Oklahoma	77	77	47	65	67	76 OTCT (NES)
Oregon	81	74	34	45/83/66[1]	64	80 CBEST (ETS)
South Carolina[2]	74		18			70 SCEEE
Tennessee[2]	96		94			95 NTE (ETS)

TABLE 2 (Continued)

Teacher Competency Test Passing Rates
by Ethnicity for Nineteen States

State	Passing Rates By Percent					Test
	Anglos	Asians	Blacks	Hispanics	Native Americans	All
Texas	81	57[4]	32	47	57[4]	74 PPST (ETS)
Virginia[2]	93		41			95 NTE (ETS)

1. In the California, New York, and Oregon data the first passing rate is for Mexican Americans, the second passing rate is for Puerto Ricans, and the third is for Hispanic and other Latin American candidates.

2. Passing rates at predominantly white and black public institutions.

3. All racial/ethnic groups are reported in a combined "Minority" category in the New Jersey reporting system. The first passing rate is for the General Knowledge test required for elementary certification; the second passing rate is for Subject Area tests required for secondary certification.

4. Asian, native American, and other minority candidates are reported in a combined "Other" category in the Texas reporting system.

*ETS = Educational Testing Service

*NES = National Evaluation Systems, Inc.

*ACT = American College Testing

Note: Passing rates are for first-time test-takers only, with the exception of cumulative passing rates for Texas. Passing rates were compiled by G. Pritchy Smith from data collected for The Effects of Competency Testing on the Supply of Minority Teachers, a study sponsored by the National Education Association and the Council of Chief State School Officers.

Alabama

Between June 1981 and an out-of-court settlement in 1986 that resulted in new certification requirements, candidates who completed an approved program and sought teacher certification in Alabama were required to pass the Alabama Initial Teacher Competency Test (AITCT), an exit exam developed by NES that consisted of the Basic Professional Studies test (basic literacy) and specialization tests. There were 36 specialization test areas, including elementary education, special education, language arts, and other academic disciplines. Admission requirements to an undergraduate teacher education program consisted of a score of 16 on the ACT or 745 on the SAT and a passing score on the English Language Proficiency Test, also developed by NES.

Based on summary score reports from the Alabama Department of Education dated July 21, 1981; March 20, June 26, and December 11, 1982; and March 26, 1983, compiled data for five separate test administrations indicate that approximately 10,028 tests, including both Professional Studies and specialization tests, were given. Table 3 indicates that black candidates passed 43% of the tests, compared to an Anglo passing rate of 86% and an overall passing rate of 81%. Although the Alabama State Department of Education reports results by number of tests taken and passed rather than by number of persons, the data are still sufficient to estimate the impact of competency testing upon the racial composition of the Alabama teaching force. Assuming that the number of Professional Studies tests equals the number of candidates during these particular test administrations, 2,613 candidates passed sufficiently well to be certified. The 132 black candidates who passed the Professional Studies test represent about

half of the 261 black candidates who would have been certifiable had competency testing not been in force, a drop from 8% to 5% of the minority representation in the Alabama teacher candidacy pool. The impact in actual numbers may even be more severe because students who passed the Professional Studies test may not be the same students who passed the specialization tests.

Teacher competency testing has had a severe impact on historically black institutions in Alabama. Tables 4 and 5 show passing rates for historically black institutions as compared to predominately white institutions. During the March 1982 test administration, passing rates at historically black institutions ranged from 30% to 58% (Harris, 1982). Table 5 depicts only the institutions with highest and lowest passing rates on the December, 1982 test administration. The lowest passing rates, from 0% to 42%, were at historically black institutions (Teacher test results, 1983).

Two issues related to assessing the impact of competency testing in Alabama are the litigation against the AITCT and the use of test scores to gauge the quality of teacher education programs. In December 1981, four black female students from Auburn University in Montgomery, the University of South Alabama, and Alabama A & M University filed suit in U.S. District Court to block the Alabama Board of Education from giving teacher certification tests. The suit asked the court to halt the tests until validated and until the state dismantled the dual system of higher education (Allen v. Alabama Board of Education, 1985). In February 1983, the Alabama Board of Education approved a resolution to begin using test scores as a measure of quality of teacher education programs in colleges and

universities. A failure rate of 60% warranted a visit by a review team. Institutions were to be given four years to make improvements based upon recommendations in the team's report (Low scores, 1983).

The history of the Alabama case was characterized by a controversial series of reversals. On April 4, 1985, the Superintendent of Schools and the Alabama Board of Education verbally agreed to the terms of an out-of-court settlement. Faced with public criticism, the Board of Education met again on April 11 and reversed its previous decision to settle out of court. On two separate occasions, in July and October, the Judge of the U.S. District Court for the Middle District of Alabama, Northern Division, ruled that the first agreement was binding. In November, the State Attorney General filed a motion requesting the Judge to reconsider his decision. In February 1986, the Judge granted the Attorney General's request and vacated all previous orders, thereby returning the class action to a court trial (Olson, 1986b). In November 1986, a three-judge panel of the U.S. Court of Appeals for the 11th Circuit ruled the original settlement to be binding (Rodman, 1986). Terms of the Alabama settlement required the Board of Education to discontinue using the Basic Professional Studies examination and to develop subject matter examinations according to guidelines set forth in the settlement (Consent decree, 1985) and, according to Rodman (1986), required the state to "... divide $500,000 in damages among the more than 2,000 black educators who had failed the test at least once, and to grant teaching certificates to more then 600 of them" (p. 11). Baker (1987), however, indicates that the precise number of black educators affected by the settlement is not yet known but is being determined by the Department of Education.

TABLE 3

Passing Rates by Ethnicity
Alabama Initial Teacher Certification Testing Program

Date/Exam	Black			Anglo			Overall Pass Rate		
	Number Tested	Number Passed	% Passed	Number Tested	Number Passed	% Passed	Number Tested	Number Passed	% Passed
July 21, 1981									
Professional Studies	40	18	45	555	455	82	597	475	80
Specialization	110	19	17	745	620	83	857	640	75
March 20, 1982									
Professional Studies	47	31	66	532	441	83	582	474	81
Specialization	133	58	44	988	856	87	1125	917	82
June 26, 1982									
Professional Studies	71	35	49	541	424	78	614	461	75
Specialization	272	120	44	1532	1356	89	1820	1489	82
December 11, 1982									
Professional Studies	48	24	50	553	441	82	606	478	79
Specialization	196	95	49	1044	923	84	1252	1027	82
March 26, 1983									
Professional Studies	55	24	44	813	693	85	875	725	82
Specialization	210	90	43	1479	1329	90	1700	1425	84
Total	1182	514	43	8782	7539	86	10028	8111	81

Source: Statewide Summary Report By Test of Alabama Initial Teacher Certification Testing Program (July 21, 1981; March 20, 1982; June 26, 1982; December 11, 1982; March 26, 1983), Office of Regulatory Services, Alabama Department of Education.

TABLE 4

Alabama Results on Teacher Basic Studies
And Subject Area Tests
March 1982

	Number Tests Taken	Number Tests Passed	Percent Tests Passed
*Alabama A & M/Huntsville	50	29	58
*Alabama State/Montgomery	27	8	30
Alabama State/Athens	29	22	76
Auburn	42	40	95
Birmingham-Southern	24	22	92
Huntington College	--	--	100
Jacksonville State	141	117	83
Judson/Marion	2	1	50
Livingston	13	9	69
*Miles	4	2	50
Mobile College	15	11	73
Oakwood College	--	--	100
Samford/Birmingham	76	72	95
Southeastern Bible College	1	1	100
Spring Hill/Mobile	14	6	43
*Stillman	2	1	50
Troy State	163	138	85
Troy State/Bay Minette	16	15	94
Troy State/Montgomery	15	12	80
Troy State University/Dothan-Fort Rucker	--	--	100
*Tuskegee Institute	24	9	38
University of Alabama/Birmingham	108	90	83
University of Alabama/Huntsville	25	23	92
University of Montevallo	60	53	83
University of North Alabama	135	109	81
University of South Alabama	75	70	93
Did not indicate institution	41	31	76
TOTAL	1,707	891	81

*Historically black institutions.

Source: Alabama Department of Education as presented in "Teacher Hopefuls' Scores Best Yet" by Kate Harris, Birmingham News, May 15, 1982, page 1, 3A.

TABLE 5

Alabama Teacher Test Results
December 1982

Schools with Highest Percent of Students Passing	Tests Given	Percent Passed	Schools with Lowest Percent of Students Passing	Tests Given	Percent Passed
Auburn University/ Montgomery	235	95	*Stillman College	12	42
University of Alabama/Huntsville	96	91	*Tuskegee Institute	85	31
University of South Alabama	409	90	*Miles College	10	30
Troy State/Dothan	99	90	*Alabama State University	222	28
Samford University	240	88	*Talladega College	4	0
Auburn University	1,006	87			

*Historically black institutions.

Source: Alabama State Department of Education as in Birmingham News, January 30, 1983, 16-17A.

Arizona

Originally, the Arizona Teacher Proficiency Exam (ATPE) (1983) was a 150-item basic skills exit test designed to measure proficiency in reading, grammar, and mathematics. To obtain certification a prospective teacher education graduate had to answer 80% of the items correctly. In July 1981, the Arizona Board of Education added a second part to the test to measure professional knowledge, including classrocm management, curriculum and instruction, assessment and evaluation, theories of growth and learning, educational foundations, and organization and administration. While the professional knowledge test was being field-tested, candidates had to get 50% correct responses to obtain a passing score. Table 6 shows test results for test administrations between January 1 and June 30, 1983.

Danzig (1986) analyzed ATPE data from test administrations from July 1, 1983 to July 31, 1984. Compared to test results from the previous year, data presented in Table 7 indicate a similar disparate impact on minority candidates. Passing rates were 31% for blacks, 40% for Hispanics, 37% for Asians, 20% for native Americans, and 73% for white candidates. Noting that new legislation signed in April 1984 not only changed the ATPE from an exit to an entry level examination but also raised the passing requirement from an 80% total score to an 80% score on each subtest, Danzig used data, as presented in Table 7, from the College of Education at Northern Arizona University to project an 11% decrease in the current applicant pool.

Running Pearson Product-Moment Correlations between ATPE basic skills scores and other measures of past and present academic performance (student perceptions of skill levels and ACT subtest

scores), Danzig concluded that "one might argue that the purpose of these exams (ATPE) is not to reveal new information to students, but rather slam the door on educational and occupational opportunity" (p. 65). In support of Danzig's comment, from January 1983 to July 1984, 782 minority candidates have failed the ATPE, including 136 blacks, 299 Hispanics, 23 Asians, and 324 native Americans. All minority candidates represent about 8.5% of the recently certified teachers. Without testing, minorities would have represented 17.8% of the teachers.

The Arizona Teacher Residency Program is a two-year pilot program in which new teachers are evaluated by a committee including a master teacher, an administrator, and a faculty member of a college of education. The areas to be evaluated include assisting students, planning and implementing instructional strategies, developing positive relationships with students, monitoring and communicating student progress, evaluating the instructional program, and managing the classroom. No data are available to determine the impact of this beginning teacher program on minority teachers.

TABLE 6

Arizona Teacher Proficiency Exam Results by Ethnicity
January 1 - June 30, 1983

Ethnic Group	Basic Skills Test*			Professional Knowledge Test**		
	Number Tested	Number Passed	Percent Passed	Number Tested	Number Passed	Percent Passed
Blacks	54	13	24	27	24	89
Hispanics	123	51	42	58	56	97
Asians	12	6	50	8	8	100
Native Americans	100	22	22	39	33	85
Anglos	1490	1085	73	1008	1002	98
All	1821	1201	66	1162	1145	98

* Passing score of 80% correct responses

** Passing score of 50% correct responses

Source: "Statewide ATPE Results," (January 1-July 30, 1983), Office of Performance-Based Certification, Arizona Department of Education.

TABLE 7

Results on the Basic Skills Component
of the Arizona Teacher Proficiency Exam
by Ethnic Group
July 1, 1983 - July 31, 1984

Ethnic Group	Passed		Failed		Total
	Number	Percent	Number	Percent	
White	2724	73.0	1006	27.0	3730
Black	43	31.2	95	58.8	138
Hispanic	148	39.5	227	60.5	375
Native American	62	20.1	246	79.9	308
Asian	10	37.0	17	63.0	27
Total	2987	65.2	1591	34.8	4578 (100%)

Source: "Basic Skills Testing for Prospective Teachers: Slamming The Door on Educational and Occupational Opportunity" by Arnold B. Danzig, (1986, Fall), Urban Educator, p. 61.

Arkansas

Since February 1983, candidates for a teaching certificate in Arkansas have had to pass the NTE Professional Knowledge test and Area Specialty tests. The Arkansas State Board of Education recommended in 1982 that each college or university require minimum performance as determined by the institution on the Communication Skills and General Knowledge tests prior to recommending an applicant for certification (Sandefur, 1986a). The Arkansas Department of Education has not released a comprehensive report of NTE results that would permit a complete assessment of the testing program's impact on minority teachers. However, a chart in the Arkansas Gazette, which applied cutoff scores to 1980-82 state NTE results, provides failure rates on 13 area tests that range from 39% to 100% for black candidates and from no failures to 40% failure for white candidates (Matlock, 1985). Table 8 presents the data as it appeared in the newspaper chart. Compiling the data in the chart and converting failure rates to passing rates reveal that 128 or 33% of 390 black candidates passed and 2,609 or 88% of the 2,954 white candidates passed. Thus, if the impact of testing has remained consistent with this early data, the racial composition of entering teachers in Arkansas can be estimated to be 4.7% black and 95.3% white.

Candidate testing in Arkansas has clearly had a negative, disproportionate impact on the historically black institutions. Data to show the precise impact on minority teachers, however, are flawed by the fact that candidates self-report their scores to the state more often than not, only when they pass the examination, and by the fact that there is neither accurate data concerning the number of minority

teachers who trained at predominately white schools nor data concerning the number of white teachers trained at historically black institutions. Table 9 presents passing rate data for Arkansas institutions. Passing rates for predominately white institutions range from 93% to 100% with the exception of one institution. However, at Philander Smith College, a historically black institution, 17 students graduated in teacher education, but only 3 students reported taking the NTE. The 33% passing rate in Table 9 indicates that only one graduate from Philander Smith qualified for an Arkansas teaching certificate. At the University of Arkansas at Pine Bluff, another historically black institution, the 39 of 56 graduates who reported taking the NTE had a passing rate of 85%, indicating that only 33 graduates qualified for an Arkansas teaching certificate (UAPB Students' Test Scores 1986). Compared to other historically black institutions in the nation, the University of Arkansas at Pine Bluff appears to have coped rather successfully with the impact of state-mandated testing. Despite controversy over procedures for determining and reporting passing rates in Arkansas, newspaper reports for students at the University of Arkansas at Pine Bluff indicate rising passing rates since the inception of the testing program in 1983. For example, in 1983, 28 or 42% of 66 candidates at the University of Arkansas at Pine Bluff had passing scores on the NTE. In 1984, 50 or 73% of 68 candidates passed (Antonelli, 1984); in 1985, the passing rate rose to 78% (McCord, 1985). It is true that passing rates at the University of Arkansas at Pine Bluff have been lower than at most predominately white institutions; however, by using value-added

standards of comparison, Hackley (1985) notes the significance of the institution's success:

> Based on UAPB's ACT average of 10.5, the Validation Committee which established "cut-scores" for Arkansas predicted only a 20 percent pass-rate for the University (on the NTE). Compared with a projected pass-rate of 20 percent, UAPB's actual achievement is remarkable, no matter whether one "credits" UAPB with the low of 42 percent or the high of 67 or 78 percent. I submit that UAPB's effort is outstanding. Indeed, one could argue that a 42 percent or 67 percent pass-rate, from an average ACT Score of 10.5, is a far superior demonstration of "teaching" than is a pass-rate of 85 to 95 percent from a student body with an average ACT of 18, 19, or 20. (Letter, Arkansas Gazette)

Unfortunately, new program approval standards for colleges of education that are scheduled to become effective in 1987 will likely result in the loss of accreditation for most historically black institutions in Arkansas. According to the requirement, if 80% of a college's graduates do not pass NTE subject area examinations, the college must make improvements within three years or the teaching specialty program will be placed on probation and threatened with loss of state accreditation (UAPB Students' test scores, 1986). Existing data indicate that none of the historically black institutions will be able to post the mandated passing rate.

Testing of in-service teachers in Arkansas has also eliminated a disproportionate number of black teachers in the state-wide teaching force. All teachers and administrators who have not passed the reading, writing, and mathematics sections of the Arkansas Educational Skills Assessment (AESA) by June 1, 1987, will not be recertified. The AESA was developed and field-tested by IOX Assessment Associates of Culver City, California. Data from the field test prior to the first official test administration indicated that the cutoff scores

recommended by the Teacher Education Certification and Evaluation Committee would result in a 64% passing rate for black teachers and a 97% passing rate for white teachers on the mathematics test and an 87% passing rate for black teachers and a 99% passing rate for white teachers on the reading test (IOX, 1985). Since the Arkansas Department of Education chose not to report test results by racial group, the actual impact on black teachers and administrators cannot be determined. However, test results were reported by county and by the institutions from which test-takers graduated. Noting that 29 counties with all-white teaching staffs had an average failure rate of approximately 5%, an article in Spectrum estimated that the approximately 4,500 black teachers who took the AESA failed at a rate of 35% (Why test teachers, 1985). If this estimate is accurate, approximately 1,500 black teachers were rendered ineligible for recertification. Data presented in Table 10 indicate that graduates from the three historically black institutions had higher failure rates than graduates from the predominately white institutions. The failure rate for Arkansas Baptist College was 36%; for Philander Smith College, 22%; and for the University of Arkansas of Pine Bluff, 21% (Davies, 1985). The data also indicate that approximately 606 black teachers from these three institutions alone failed to score high enough to be eligible for recertification.

Testing policies in Arkansas are clearly creating an overwhelmingly white teaching force. Recertification testing threatens the elimination of experienced black teachers, and testing of undergraduates for certification continues to eliminate disproportionate numbers of future black teachers. The severity of

the situation may never be known. Arkansas remains a state for which the full impact of testing on the racial composition of the teaching force cannot be determined until either the State Department of Education or ETS makes available to the public a comprehensive report that includes NTE scores from all test-takers. Data compiled from self-reported scores cannot provide a comprehensive profile since candidates who fail the examination have little reason to report the scores.

TABLE 8

Arkansas NTE Results on Subject Area Tests
Based on Applying Cutoff Scores to
1980-82 State Results

Subject Area	Blacks			Whites			All		
	Number Tested	Number Passed	Percent Passed	Number Tested	Number Passed	Percent Passed	Number Tested	Number Passed	Percent Passed
Art Education	5	2	40	62	59	95	67	61	91
Biology & General Science	11	3	27	137	104	76	148	107	72
Business Education	31	9	29	129	121	94	160	130	81
Chemistry, Physics, Gen. Science	3	0	0	31	18	58	34	18	53
Early Childhood	41	25	61	424	399	94	465	424	91
Elementary Education	116	41	35	768	714	93	884	755	85
English Language & Literature	11	2	18	154	135	88	165	137	83
Guidance Counselor	11	5	46	81	65	80	92	70	76
Home Economics	14	5	36	65	61	94	79	66	84
Industrial Arts	3	0	0	11	11	100	14	11	79
Mathematics	8	2	25	98	73	75	106	75	71
Basic Mathematics	8	4	50	98	93	95	106	97	92
Music Education	22	3	14	190	171	90	212	174	82
Physical Education	55	13	24	364	306	84	419	319	76
Reading	19	5	26	57	53	93	76	58	76
Reading Specialist	15	0	0	88	53	60	103	53	52
Social Studies	17	9	53	197	173	88	214	182	85
Total	390	128	33	2954	2609	88	3344	2737	82

Source: From "Evidence Indicates Widespread Racial Disparity in Scores" by C. Matlock, November 3, 1985, Arkansas Gazette, State Section, p. 1A. Data compiled by author from Staff Chart by Dan Morris.

TABLE 9

NTE Scores at Arkansas Institutions
October 1986

Institution	No. of Graduates	Students Reporting	Percent Passed
Arkansas College	25	29	100
Arkansas State University	302	256	93
Arkansas Tech University	105	111	97
College of the Ozarks	39	41	90
Harding University	102	93	99
Henderson State University	126	126	94
Hendrix College	10	7	100
John Brown University	25	25	100
Ouachita Baptist University	71	68	84
*Philander Smith College	17	3	33
Southern Arkansas University	67	64	97
University of Arkansas, Fayetteville	282	224	96
University of Arkansas, Little Rock	84	78	99
*University of Arkansas, Pine Bluff	56	39	85
University of Arkansas, Monticello	NA	93	88
University of Central Arkansas	209	181	96

*Historically black institutions

Note: The number of students reporting exceeds the number of graduates in some cases because certain students reported the results of more than one test taken.

Source: "UAPB Students' Test Scores Improve," October 21, 1986, Pine Bluff Commercial, p. 6.

TABLE 10

Test Failure Rate Among Teachers and Administrators
Who Graduated from Arkansas Colleges and Universities
Arkansas Educational Skills Assessment

Institution	No. Education Graduates Tested	Percent Failed
*Arkansas Baptist College	142	36
*Philander Smith College	487	22
*University of Arkansas, Pine Bluff	2,135	21
John Brown University	135	4
University of Arkansas, Monticello	1,642	3
Arkansas College	389	2
College of the Ozarks	566	2
Henderson State University	2,914	2
Ouachita Baptist College	1,047	2
Southern Arkansas University	1,188	2
Arkansas Tech Univeristy	1,675	1
Arkansas State University	4,301	1
University of Central Arkansas	4,411	1
University of Arkansas, Fayetteville	3,418	1
Harding University	746	less than 1
Hendrix	362	less than 1
University of Arkansas, Little Rock	1,034	less than 1
Other (less than a bachelor's degree)	275	38
TOTAL	26,829	

*Historically black institutions.

Source: Arkansas Department of Education as reported in "Graduates of 3 Black Colleges Post Highest Failure Rates on Skills Exam" by David Davies, Arkansas Gazette, May 8, 1985, p. 1A.

California

Since February 1, 1983, new teachers, administrators, and some other school employees such as librarians have been required to pass the California Basic Education Skills Test (CBEST), designed by ETS to measure proficiency in reading, writing, and mathematics. Table 11 presents performance data for various ethnic groups and clearly shows the disproportionate impact on minority groups. Data on 33,586 candidates from one field test and four regularly scheduled administrations from December 1982, through July 1983, indicate a 76% passing rate for Anglos, 26% for blacks, 39% for Mexican American, 40% for Puerto Ricans, 38% for other Hispanics and Latin Americans, 50% for Asian-Americans, 67% for native Americans, and 62% for other minorities. During this first year of testing, approximately 4,383 minority candidates failed to achieve a passing score on the CBEST--1,501 blacks, 1,299 Mexican-Americans, 622 Asian-Americans, 117 native Americans, 65 Puerto Ricans, 457 other Hispanic or Latin Americans, and 322 other minorities. Of the 33,586 examinees, a total of 5,183 or 15% had grade point averages of 3.00 or above but failed the CBEST. That 21% of the college students and 18% of the graduates who reported senior grade point averages of 3.5-4.0 and 39% of the college students and 28% of the graduates with self-reported grade point averages of 3.0-3.49 failed raises serious questions. That all but 6,487 of the California examinees had completed four-year programs magnifies the complexity of measuring competence not only of minority candidates but also of all candidates (California Commission of Teacher Credentialing, 1984).

Data in Table 12 on 118,158 candidates from 1983-84 through 1985-86 indicate an 80% passing rate for Anglos, 33% for blacks, 44% for Mexican American and other Hispanics, 58% for Asian-Americans, and 50% for other minority groups. During this three-year period of testing, 12,203 minority candidates including 4,184 black, 3,120 Mexican-American, 1,156 other Hispanics, 1,467 Asian-American, and 2,276 other minority candidates failed to achieve a score high enough to qualify for certification (Watkins, 1986).

An applicant for a California teaching credential may opt for certification by examination rather than completion of a subject matter preparation program at an institution of higher education. Candidates for the Multiple Subject Credential (Elementary) must pass the General Knowledge test of the NTE Core Battery. Candidates for the Single Subject Credential (primarily secondary) must pass the NTE Specialty Area tests. Existing data for these examinations do not permit a conclusive determination of their impact on the California teaching force for several reasons. First, ETS provides passing rate data on all California examinees. The number of examinees who are seeking certification through the waiver option cannot be determined since some examinees may be taking the NTE test to meet admission or certification requirements in other states. Second, when there are fewer than 25 examinees from a particular minority group for any one of the NTE examinations, passing rates are not reported. In addition, it is not known how many of the waiver option

candidates are certified teachers adding a new certification field or first-time certification candidates. Data in Table 13 indicate that in 1984-85 and 1985-86, 350 black examinees had a passing rate of 31%; 517 Mexican American candidates, 41%; 238 other Hispanics, 44%; 460 Asian American/Pacific Islanders, 56%; and 11,575 white candidates, 70% on the General Knowledge test. On the English Language and Literature tests administered in 1985-86, the passing rate was 15% for blacks, 38% for Mexican Americans, and 63% for whites. On the Mathematics tests administered in 1985-86, the passing rate was 9% for blacks, 11% for Mexican Americans and 28% for Asian American/Pacific Islanders and whites. On the Social Studies tests administered in 1985-86, the passing rate was 21% for blacks, 34% for Mexican Americans, and 58% for whites. On the Spanish tests administered in 1985-86, the passing rate was 54% for Mexican Americans, 74% for other Hispanics, and 44% for whites. With the exception of passing rates on the Spanish test, the data on NTE passing rates show a disparate impact on minorities similar to that of the CBEST.

TABLE 11

Passing Rates By Ethnicity
California Basic Educational Skills Test
All First-Time Examinees
December 1982 to July 1983

Ethnic Group	Number Responding	Number Passing	Percent Passing
American Indian, Eskimo or Aleut	361	244	67
Black, Afro-American or Negro	2,040	539	26
Mexican American or Chicano	2,133	834	39
Oriental or Asian-American	1,259	637	50
Puerto Rican	110	45	40
Other Hispanic or Latin American	741	284	38
White	24,540	18,856	76
Other	855	533	62
Did not respond	1,547	965	62
TOTAL GROUP	33,586	22,937	68

Source: California Commission of Teacher Credentialing.

TABLE 12

Passing Rates by Ethnicity
California Basic Educational Skills Test
All First-Time Examinees
1983-84 to 1985-86

Ethnic Group	Number Tested	Percent Passed	Number Passed	Number Failed
Asian-Oriental	3,462	58	1,995	1,467
Black	6,247	33	2,063	4,184
Mexican American	5,595	44	2,475	3,120
Other Hispanics	2,072	44	916	1,156
Other Groups	4,556	50	2,280	2,276
White	96,226	80	76,751	19,475
TOTAL	118,158	73	86,480	31,678

Source: California Commission of Teacher Credentialing.

TABLE 13

Passing Rates for NTE First-Time Test Takers in California Grouped by Ethnic Group Membership 1984-85 and 1985-86

Test Name	Black				Mexican-American				Other Hispanic				Pacific Islander/Asian-American				White			
	1984-85		1985-86		1984-85		1985-86		1984-85		1985-86		1984-85		1985-86		1984-85		1985-86	
	Number	Percent Passed*	Number	Percent Passed*	Number	Percent Passed*	Number	Percent Passed*	Number	Percent Passed*	Number	Percent Passed*	Number	Percent Passed*	Number	Percent Passed*	Number	Percent Passed*	Number	Percent Passed*
General Knowledge	156	29%	194	32%	215	40%	302	42%	100	47%	138	41%	173	62%	287	52%	4,505	76%	7,070	72%
Art	0	--	1	--	2	--	4	--	0	--	1	--	0	--	2	--	67	72%	111	76%
Biology and General Science	15	--	19	--	14	--	21	--	8	--	11	--	14	--	34	53%	419	52%	698	58%
Business	2	--	6	--	3	--	6	--	4	--	0	--	1	--	2	--	74	73%	154	70%
Chemistry, Physical and General Science	2	--	8	--	3	--	8	--	2	--	5	--	6	--	10	--	161	53%	302	50%
English Language and Literature	22	--	41	15%	15	--	32	38%	5	--	18	--	7	--	18	--	603	59%	1,042	63%
French	1	--	1	--	1	--	0	--	0	--	3	--	5	--	5	--	65	46%	100	39%
German	0	--	0	--	0	--	0	--	1	--	0	--	0	--	0	--	18		30	67%
Home Economics	0	--	1	--	2	--	3	--	1	--	1	--	2	--	0	--	60	75%	83	69%
Industrial Arts	2	--	0	--	0	--	0	--	0	--	2	--	0	--	1	--	17		31	81%
Mathematics	38	5%	46	9%	20	--	36	11%	11	--	15	--	46	41%	91	28%	964	32%	1,781	28%
Music	3	--	5	--	0	--	0	--	0	--	0	--	2	--	1	--	46	70%	90	62%
Physical Education	4	--	11	--	5	--	10	--	2	--	2	--	6	--	8	--	149	62%	233	61%
Social Studies	23	--	28	21%	16	--	29	34%	10	--	16	--	13	--	18	--	488	61%	939	58%
Spanish	0	--	7	--	12	--	39	54%	33	79%	46	74%	0	--	1	--	63	52%	144	44%
Reading Specialist	1	--	2	--	1	--	3	--	0	--	1	--	3	--	2	--	65	43%	64	44%
Introduction to Teaching Reading	2	--	4	--	2	--	2	--	1	--	0	--	7	--	5	--	133	36%	226	35%

*Percent passed is given only if there are 25 or more people in a group.

Source: California Commission on Teacher Credentialing.

Connecticut

Since June 30, 1986 candidates seeking admission to state-approved teacher preparation programs in Connecticut have been required to pass the Connecticut Competency Examination for Prospective Teachers (CONNCEPT). On May 1, 1987 CONNCEPT became a requirement also for those seeking initial teacher certification in Connecticut. The examination consists of subtests in reading, writing, and mathematics. Subject area and professional knowledge assessments will become requirements for prospective and beginning teachers over the next three years.

Data are not available as yet for the subject area and professional knowledge assessments; however passing rate data for four administrations of CONNCEPT for all examinees are presented in Table 14. Of the 2,777 candidates, 55% passed all three subtests. The passing rate was 31% for blacks, 42% for Asian/Pacific Islanders, 75% for American Indians, 28% for Puerto Ricans, 33% for Hispanics, and 56% for whites (Forgione, 1987). Although the Connecticut data are based upon relatively small samples for minority candidates, they do indicate disproportionate impact on minorities and that ultimately minorities could represent only about 2.8% of those qualifying to teach.

TABLE 14
Connecticut Competency Examination for Prospective Teachers
All Examinees
October 1985, March and November 1986, and March 1987

Race	Number	Number Passed	Number Failed	Percent Passing
N/A	5	5	0	100%
American Indian	8	6	2	75%
Asian/PI	12	5	7	42%
Black	58	18	40	31%
White	2,647	1,492	1,155	56%
Puerto Rican	32	9	23	28%
Hispanic	15	5	10	33%
TOTAL	2,777	1,540	1,237	55%

Source: Connecticut Department of Education.

Florida: A Case Study of Performance-Based Testing

Florida is a state with an extensive testing program that begins in elementary school and continues throughout higher education. The Department of Education has a comprehensive data collecting and public reporting system that permits an examination of the relationship between testing and equity that goes beyond assessing only the impact of admission and certification testing on the future pool of teachers. For most states an in-depth profile of competency testing on future minority teachers is possible only at the entry and exit levels of teacher education programs. The difficulty in assessing the impact of testing earlier in the educational pipeline in most states is due to either inadequate data collecting and reporting systems or the fact that testing requirements are not yet in place at all points along the educational pipeline from public school through postsecondary education. Thus, the State of Florida stands as a single case study that, despite some gaps in data, permits a comprehensive examination of the impact of testing on the size and racial ccmposition of the teaching force beginning with high school diploma testing, proceeding with college entrance testing, junior year testing in colleges and universities, entrance testing into teacher education programs, exit testing to qualify for a provisional teaching certificate, and ending with competency assessment in the Beginning Teacher Program. The typical high school student who would aspire to teach in Florida must eventually pass six competency examinations or assessments along the career preparation path from high school to permanent certification.

The testing program in Florida is perhaps the most comprehensive in the nation; and to understand its impact on the minority teacher

pool requires a brief accounting of the historical, regional, and legislative context of its origin. The competency-based testing movement in Florida became the central focus of a broader educational reform movement that began in most of the southern states during the mid-1970's and is now being replicated in other regions of the nation. Experiencing unprecedented migration from other regions in the nation, political and educational leaders perceived education to be linked to economic development in the South. The Southern Regional Educational Board (SREB) advocated competency tests for its 14 member states (Sandefur, 1984), and these initial efforts were supported in principle and policy by many other southern organizations including the Southern Association for Accreditation of Colleges and Schools (SACS) and more recently the 1986 Commission on the Future of the South.

The Florida legislature and state education officials enacted a series of laws and policies that embraced testing at pre and post-secondary levels. Initially, competency-based testing for students was defended by its advocates as necessary to make Florida's educational system competitive with other regions of the country and to reverse the negative trends of low per-pupil expenditures, high dropout rates, high rates of adult functional illiteracy, low scores on college entrance exams, and a teaching force perceived as being mediocre. Additionally, testing would contribute to achieving the State's goals of equity. The skills levels of poor white and underprepared minority children would be increased to be competitive with those of children from more socioeconomically advantaged origins. Testing all college students and particularly those who would become

teachers, in turn, would provide an educational system of high quality that would narrow the seemingly increasing educational and socioeconomic gap between the privileged and poor white and minority students.

Public School Testing

Since 1977, the State Student Assessment Test, Part I (SSAT-I) has been administered to measure minimum student performance standards in the basic skills areas of reading, writing, and mathematics at grade levels three, five and eight. Also since 1977, the State Student Assessment Test, Part II (SSAT-II) has been administered as a "high school diploma" test to measure the application of the basic skills to everyday life. Originally, the SSAT-II was the Functional Literacy Test administered at the eleventh grade level. Since 1982-83, passing scores on both the communication and mathematics sections have been a graduation requirement that entitles a student to receive a high school diploma. The SSAT-II is now administered in March at the tenth grade level, and a student has five opportunities to take and pass the test. The legislature has also provided a thirteenth year of free public education to provide additional opportunities to master areas of weakness. A student who never successfully passes the SSAT-II is issued a certificate of completion (Mercer and Mercer, 1986).

While success or failure on the SSAT-I probably shapes the aspirations of school children, the impact of SSAT-II is more relevant to an examination of the minority pool of high school graduates who might be recruited into teaching. Unfortunately, data from 1977

through 1986 show that the passing rate on the SSAT-II for first-time minority test-takers has been consistently lower than the passing rate for first-time white test-takers on both the communications and mathematics subtests. The passing rate on the communications subtest for first-time black test-takers declined from 80% in 1984 to 74% in 1985, then rose to 76% in 1986. The passing rate on the mathematics subtest for first-time black test-takers has declined from 69% in 1984, to 68% in 1985, and to 65% in 1986. The overall passing rate for both the communications and the mathematics subtests for first-time black test-takers declined slightly from 60% in 1985 to 59% in 1986. Data were not reported for Hispanic students until 1982 but show a similar declining passing rate for first-time test-takers from 71% in 1985 to 68% in 1986 (Breckenridge, 1984; Percent achievement on SSAT-II, 1985 and 1986, Postsecondary Education Planning Commission, 1984).

Gaps in data concerning the success of third, fourth, and fifth-time test-takers prevent determining the numbers and percentages of students by ethnicity who eventually pass the SSAT-II and earn a high school diploma. However, piecing together data from a variety of sources does point to the general conclusion that most students eventually pass, but minority students are disproportionately represented among those who ultimately fail. Breckenridge (1984) reported that 1,?00 Florida students were affected by the diploma sanction in 1983 and that Commissioner Turlington estimated that 600 students statewide received certificates of completion instead of diplomas in 1984. Andrews (1983) reported that "sixty-two percent of the 1,665 high school seniors who failed the Florida functional

literacy test in March, 1983 were black" (p. 4). Although there is no evidence of a causal relationship, Florida's public school testing program, increased academic standards, and declining test scores have been paralleled by rising dropout rates. Data gathered by the Postsecondary Education Planning Commission (PEPC) (1984) illustrate the severity of the problem. Of the 126,269 students enrolled in eighth grade in the 1978-79 school year, only 85,505 or 68% graduated with their high school class. Only 57% of the black eighth graders and 70% of the Hispanic eighth graders graduated with their high school class. More recent dropout data presented by William Bennett, U.S. Secretary of Education, in the 1987 Wall Chart show Florida's dropout rate to be 39%, 49th in the nation. The evidence suggests that Florida's educational reform policies may actually be counter-productive to their original goals. Equity appears to be seriously threatened.

Admission Testing for the State University System

Students who successfully pass the SSAT-II and graduate from high school and who wish to become public school teachers have four options--to enroll at one of the 9 public universities, to enroll at a private university or college, to enroll in one of the 28 public community or junior colleges, or to enroll in one of a few private junior colleges. In order to attend one of the state universities, a student must take the SAT or ACT. No admissions test is required for admission to the public community and junior colleges.

The Florida State Board of Regents has established minimum admission requirements for all nine public universities. Effective

August 1, 1986, any student applying for admission to a state university who has less than a "B" average in prescribed high school academic core courses must "present a combination of high school GPA and entry-level test scores equivalent to 2.5 (on a 4.0 scale) in the required academic units, and a 900 on the combined verbal and quantitative parts of the SAT or a composite score of 19 on the ACT Program" (Florida State Board of Regents, 1986, p. 7). Table 15 represents the admissions sliding scale. The Board provides state universities with the authority to adopt higher or additional standards of eligibility for admission beyond the mandated minimum. Only four state universities publish that they require higher test scores and GPAs than the state minimum requirements. However, eight of the nine universities had average SAT and ACT admitted scores in 1985-86 that exceeded the August 1986 state minimum. Universities often justify stricter admission standards as a mechanism to manage first-time-in-college enrollments which are limited through funding by the legislature (ACT and SAT scores, 1984-85 1985-86). The combination of SAT and ACT cutoff scores and the fact that the State University System (SUS) is allotted only enough money to support approximately 11,000 freshmen a year or about 10% of the high school graduates a year (Weathersbee, 1987) eliminates large numbers of prospective freshmen from all racial and ethnic groups despite the existence of an exception policy that permits a university to admit up to 10% of the total number of entering freshmen with SAT and ACT scores below the stated minimums. The resulting impact on minority students is evident in Table 16. In 1985-86 only 1,916 black, 949 Hispanic, 13 American Indian, and 369 Asians compared to 13,083 white

first-time freshmen registered in SUS institutions. Data on the impact of admission test score requirements on minority participation in private universities and colleges are not available. Most graduating seniors from high school, either by choice or by virtue of being denied admission at four-year institutions, enter higher education via the Florida Community College System.

"Rising Junior" Testing

As a continuation of the State's performance-based strategy for educational improvement, two years after the Florida Department of Education implemented the testing program for public schools, a "rising junior" academic achievement test was developed for the community colleges and state universities. In 1982, State Board of Education Rule 6A-10.311 officially implemented the College Level Academic Skills Test (CLAST) with four subtests covering the areas of computation, essay, reading, and writing to assure the attainment of sophomore college level skills by students prior to their receipt of an Associate of Arts degree and acceptance into the upper division (junior year) of the State University System. In August 1984, minimum cutoff scores were put into effect with provisions for raising the cutoff scores in 1986 and 1989. In addition to being a sanction for the awarding of an Associate of Arts degree and advancing to the upper division within the State University System, successful completion of the CLAST determines a student's eligibility, even if enrolled in a private university, to receive Florida State Financial Aid beyond the sophomore year (Report of the task force, 1985).

Since the beginning of CLAST testing, passing rates for minority groups have been consistently lower than passing rates for white students. Lower passing rates have been paralleled by a general trend of fewer blacks and Hispanics sitting for the examination each year and appear to be directly related to the periodic raising of the cutoff test scores. Data in Table 17 show passing rates for 1985-86 examinees by ethnic group under the existing 1986 standards and the proposed higher 1989 standards. Under the 1986 standards the passing rate for whites was 88%; for blacks, 57%; for Hispanics, 73%; for Asians 74%; and for American Indians, 81%. Raising the passing score to the recommended 1989 standard would have a devastating effect on all students, but the impact on minority students would be catastrophic. Approximately 1,699 or 82% of the black students would be barred from receiving Associate of Arts degrees or from matriculating to the junior year at a four year institution to pursue bachelor degrees. Similarly, 1,582 or 67% of the Hispanic students would be affected. That only 1,181 black students from all 28 community colleges and state universities qualify under the current 1986 standards to transfer as juniors to four-year institutions dramatically illustrates the limited pool of blacks from which black teacher education candidates can be recruited into the nine state universities. If implemented as planned, the 1989 standards would reduce the number of black students who could be recruited into teacher education from community colleges to a shocking 373 (Student achievement, 1986). Since only about 10% of black youth choose teaching as a career, only 37 black transfer students, an average of 4 students per institution, would be likely to enter teacher education

programs in the nine state universities. Such devastating effects of testing render teacher education recruiting programs at the state universities ludicrous, no matter how sophisticated.

Admission Testing, Certification Testing, and Beginning Teacher Assessment

After a student has passed the CLAST, two of the three conditions for certification to teach in the State of Florida are based on performance on standardized pencil and paper tests. The third requirement is the completion of a fifth-year internship. Effective fall of 1980, the Florida State Board of Education has required applicants for undergraduate teacher education programs to submit SAT or ACT scores to support their applications for admission. A score at the 40th percentile or higher on either test is required, i.e. a minimum score of 835 on the SAT or a 17 on the ACT. Students not meeting this requirement may be eligible for special consideration under a "10% exception policy." This policy, translated into practice, means that if a college of education has 100 students majoring in education, 10 slots may be set aside for applicants who do not have appropriate SAT or ACT scores but show promise on the basis of other criteria. In addition, candidates must demonstrate a mastery of minimum essential generic and specialization competencies on a comprehensive written examination, the Florida Teacher Certification Exam (FTCE). The current FTCE is a 200-item test which consists of subtests in mathematics, reading, writing, and professional education.

Admission to Teacher Education

The average applied, admitted and registered ACT and SAT test scores in 1984-85 and 1985-86 for black students were typically below the minimum required for admission to a state teacher education program. Florida Department of Education data in Table 18 indicate 29% (4,632) of the white students taking the ACT in 1985 scored below 17 (ACT without, 1985). Seventy-five percent (1,757) of the black, 38% (462) of the Hispanic, 31% (126) of the Asian, and 49% (224) of the American Indian/Other test-takers scored below 17 (ACT without, 1985). Similarly, 1984-85 SAT data in Table 19 indicate that 3,026 (80%) of the 3,761 black test-takers fell below 830. Since the SAT admission score for teacher education is 835, based on SAT scores fewer than 735 black students constituted a pool from which education majors could be recruited. Additionally, 1,772 (61%) of the Hispanic test-takers fell below 830 (SAT-Florida, 1984-1985). The number of Hispanics who scored above 835 could not exceed 1,146, a rather small pool from which to recruit education majors. That 80% of the black students, 61% of the Hispanic students, and 37% of the white students are ineligible by virtue of their SAT and ACT scores to enter teacher education programs at the state universities largely explains why, as some analysts have noted, that Florida institutions produce only about 20% of the teachers needed annually for Florida public schools and that 80% of the teachers must be recruited from out of the state.

Many students in Florida take both the SAT and ACT. Since the precise number taking both examinations is not presently available, the exact number of students who could qualify for admission and could be recruited into teacher education programs cannot be determined.

State Department officials, however, estimate that only about 600-700 black students in the entire State of Florida could meet the present SAT/ACT admission requirement. Attractive loan and scholarship incentive programs and intense recruiting programs are not likely to achieve parity in Florida from the standpoint of black teacher and black student ratio. For example, if all 700 qualifying black students could have been lured into teacher education programs and nurtured through to passing scores on the certification exams, they would have represented only 13.6% of the 5,141 teachers certified in Florida in 1986. K-12 black student enrollment is estimated to be 23%.

The severe impact that the admission testing policy has on minorities is well documented in the Board of Regents' annual Teacher Education Admissions Report. Table 20 shows the 1985-86 institutional and statewide data by racial and ethnic group, the number admitted to teacher education programs, and the number and percent with test scores below the minimum. Only 98 black students or about 4% of the statewide total were admitted to the State University System and of these, 38 were admitted to Florida Agricultural and Mechanical University, Florida's only traditionally black state university. Seventeen of the 98 or 17.3% scored below the minimum ACT and SAT scores. Other minority groups constituted approximately 7% of the statewide total with 6.7% scoring below the minimum scores.

Table 20 also reveals that the state universities are not utilizing the 10% exception policy as a vehicle for achieving affirmative action. With 2,512 students being admitted to teacher education programs in 1985-86, 251 exception policy slots were

available for students whose SAT/ACT scores were below the admission cutoff. Only 82 students were admitted whose scores were below the admission cutoff, and of these, 54 or 66% were white, 17 or 21% were black, and 11 or 13% were other minorities. The data show that 169 or 67% of the exception policy slots went unused in 1985-86. Underuse of the exception policy may have been because of a limited number of students making formal application for admission under the exception policy or because colleges of education feared the loss of program approval if 80% of their graduates did not pass the FTCE, the certification exam taken near program completion.

Certification Testing and Beginning Teacher/Assessment

The current FTCE has subtests in mathematics, reading, writing, and professional education. Subject area examinations will be required in 1989. Although the FTCE was originally designed as an exit test, the Florida legislature made a change which permits a prospective teacher to take it prior to graduation (Sandefur, 1986a). Reports of minority performance on the FTCE are discouraging. Table 21 presents results for first-time candidates from November, 1980 through October 1986 and shows a passing rate of 89% for white candidates, 37% for black candidates, 53% for Hispanic candidates, 70% for native Americans, and 78% for Asians or Pacific Islanders, and 64% for other minority candidates (Number and percent...first-time, 1980-1986). When retake candidates who have passed are taken into account, 2,809 blacks, 974 Hispanics, 29 native Americans, 64 Asians, and 175 other minorities have been excluded by the FTCE from the Florida teacher pool.

Table 22 presents data for retake candidates by racial group on the FTCE from April 1981 through October 1986. On the fourteen administrations for which data are available, only 13 of 602 retake candidates passed the FTCE. Of the 13 retake candidates, 5 were white, 6 were black, and 2 were Hispanic. Since 98% of the retake candidates fail the FTCE, the opportunity to retake the FTCE appears not to increase significantly the number of qualified teachers in Florida (Number and percent...retake, 1981-1986).

Table 23 presents a profile of passing rates for test administrations from November 1980 to October 1986 for Florida first-time white and black test-takers only. Candidates from out-of-state are not included. First-time passing rates for the 19 test administrations for white candidates were 90% and for black candidates 35% (Percent passing, 1986). Approximately 1,958 black first-time test-takers from Florida were excluded from the teacher pool. Since the inception of teacher certification testing, only 1,067 first-time black Florida candidates have passed the FTCE. The Florida Department of Education indicates that during five years of competency testing in Florida blacks have represented 4.4% and Hispanics 2.8% of all teachers certified (Rodman, 1985).

An added dimension of the competency testing program is a law passed in 1981 stating that 80% of the students from each separate approved program (elementary education, English education, etc.) at a university or college must pass the FTCE to maintain state approval. In 1988, subject matter examinations will be added to the FTCE. In 1983, the Department of Education withdrew approval of 38 teacher education programs in 18 colleges and universities (In brief, 1983)

but later rescinded the action. Sanctions were later reinstated, but data concerning the precise number of programs and the names of the institutions have not generally been publicized. In Florida's Beginning Teacher Program, holders of provisional certificates must demonstrate within two years mastery of 36 generic competencies on the Florida Performance Measurement System (FPMS). In 1988, teacher education programs will lose state approval if 90% of the graduates do not perform satisfactorily on the FPMS. Insufficient data do not permit an assessment of the precise impact of the policy that ties FTCE passing rates to program approval; however, historically black institutions and other institutions with large minority enrollments have been disproportionately affected.

The Impact of Performance Testing on Florida's Minority Teacher Pool: Summary and Conclusions

The traditional career preparation pipeline for becoming a teacher in Florida involves six competency assessments, of which five are pencil and paper tests. At each point of testing, disproportionate numbers of minorities are eliminated from the pipeline. The plight of the minority student who wishes to be a teacher can be illustrated most dramatically by the black student. The plight of other minority students--Hispanics, native Americans, Asians and others--is similar, though less severe than that of the black student. Passing rates for black students are disproportionately low on the SSAT-II. Forty-three percent of the black eighth graders will not graduate with their high school class. Of the 57% who do graduate, less than 1,000 will meet the SAT/ACT admission requirements and register in the State

University System. Most of the 16,000 to 17,000 black high school graduates each year will attend a community or junior college. Regardless of the postsecondary institutions attended, the number of black students will again be disproportionately reduced by the CLAST. Only about 1,200 first-time black test-takers annually survive the 1986 cutoff score; and if the proposed higher 1989 cutoff score is implemented, less than 400 black students will qualify for junior year status. Of the 1,200 black students who pass the CLAST, those who wish to become teachers must have an SAT score of 835 or an ACT score of 17. Only 600 to 700 black students per year in the entire State of Florida are able to post SAT/ACT scores at or above the requirement for admission to teacher education. It is not surprising, then, that only 98 black students were admitted to teacher education programs at the nine state universities in 1985-86. As these 98 black students at state universities approach graduation in 1987-88, they will undergo their fifth competency assessment, the FTCE, since first taking the SSAT-II as high school students. That only 35% of the black students have passed the FTCE in the last five years suggests that only 34 of the 98 will pass and, therefore, qualify for the final assessment, the FPMS in the beginning teacher program. These 34 black graduates from state universities, plus the black graduates from private universities and colleges, will constitute only about 200 black teachers a year who qualify for a provisional teaching certificate. As Carter (1987) has noted, in the end, the flow of the educational pipeline for teacher education in Florida for the black student tragically narrows to a "bare trickle" (p. 24).

TABLE 15

Florida State University System Admissions Scale
For First-Time in College (FTIC) Students
August 1, 1986

High School GPA in Academic Core Courses	SAT or ACT Score (equal to or exceeding)	
2.0	1,050	24
2.1	1,020	23
2.2	990	22
2.3	960	21
2.4	930	20
2.5	900	19
2.6	890	19
2.7	880	18
2.8	870	18
2.9	860	18
3.0 or above	No Minimum	

Source: Counseling for College: A Handbook of Admissions Information for Florida's Public and Independent Universities, Colleges and Community Colleges, Florida Institute of Education, 1986.

TABLE 16

ACT and SAT Average Scores for First-Time in College Students
Florida State University System - 1985-86 and 1984-85

ACT Scores

SUS 1985-86	Applied	Ave Score	Admitted	Ave Score	Regstrd*	Ave Score
Indian	12	21.0	7	20.7	5	19.0
Asian	267	20.8	143	21.9	107	22.2
Black	1811	15.2	976	17.1	805	16.9
Hispanic	682	19.7	284	20.8	225	20.9
Non-Res Alien	100	17.1	40	19.7	23	19.1
Not Reported	72	21.1	29	22.6	21	23.1
White	10641	21.4	4956	22.5	3799	22.7
TOTAL	13585	20.4	6435	21.6	4985	21.6
SUS 1984-85						
Indian	20	20.0	12	21.1	11	21.4
Asian	176	21.8	88	22.4	70	22.8
Black	1532	14.8	908	16.0	722	15.8
Hispanic	534	19.8	236	20.8	177	20.8
Non-Res Alien	84	18.0	28	19.0	20	19.0
Not Reported	53	19.8	17	18.2	16	18.1
White	8699	21.3	4250	22.5	3143	22.7
TOTAL	11098	20.3	5539	21.3	4159	21.4

SAT Scores

SUS 1985-86	Applied	Ave Score	Admitted	Ave Score	Regstrd*	Ave Score
Indian	21	993.3	11	1003.6	8	990.0
Asian	638	983.0	352	1030.0	262	1030.7
Black	2890	778.3	1433	832.1	1111	820.4
Hispanic	2174	916.7	933	984.1	724	986.6
Non-Res Alien	718	885.3	248	969.1	152	964.9
Not Reported	166	943.0	60	1004.0	43	1023.0
White	26692	984.7	12800	1022.0	9284	1025.7
TOTAL	33299	959.9	15837	1001.8	11584	1002.8
SUS 1984-85						
Indian	20	898.5	10	983.0	4	900.0
Asian	513	1004.7	266	1017.5	194	1018.4
Black	2984	766.5	1723	806.4	1299	799.3
Hispanic	2132	911.9	1017	979.0	745	983.4
Non-Res Alien	610	896.4	222	967.4	160	964.6
Not Reported	118	934.9	35	959.7	31	961.2
White	24807	977.4	12518	1013.3	8770	1020.7
TOTAL	31184	951.4	15791	987.8	11203	991.5

Source: Office For Equal Opportunity Programs, Florida State University System.

TABLE 17

Percentage of 1985-86 Examinees Meeting the 1986 and 1989 CLAST Standards*, All Examinees** and by Racial or Ethnic Group

Group	Number Tested	Percent Meeting '86 Standards	Percent Meeting '89 Standards
All Examinees	34,722	83%	44%
Whites	26,983	88%	49%
Blacks	2,072	57%	18%
Hispanics	2,361	73%	33%
Asians	341	74%	38%
Amer. Indian	86	81%	41%
Other including Foreign Nat'ls	2,879	58%	22%

*These results were derived by applying the '86 and the '89 standards to 1985-86 CLAST data. **First-time examinees only.

Blacks. Only 57% of the 1985-86 black examinees would be able to meet the '86 standards and of those, only 18% would be able to meet the '89 standards if they were implemented in 1985-86. The number of black students affected would be 891 for the '86 standards, and 1,699 for the '89 standards.

Hispanics. The '86 standards do not appear to pose serious problems for 1985-86 Hispanic students as 73% were able to meet them. However, the '89 standards appear to pose more of a problem as only 33% were able to meet them. The number of Hispanic students affected would be 637 for the '86 standards, and 1,582 for the '89 standards.

Asians. A majority of Asian students (74%) met the '86 standards and of those, only 38% of them were able to meet the '89 standards. Asians comprise a relatively small number of the enrollments. As a result, only 89 would be affected by the '86 standards, and 211 would be affected by the '89 standards.

Source: Florida Department of Education.

TABLE 18

Florida ACT* Score Ranges
Number and Percent by Race
1985

Frequency Row PCT Col PCT	26+	22-25	19-21	17-18	Below 17	Total
White	2675 16.63 90.46	3927 24.41 87.52	3018 18.76 83.69	1838 11.42 81.04	4632 28.79 64.32	16090
Black	45 1.91 1.52	128 5.43 2.85	236 10.01 6.54	191 8.10 8.42	1757 74.54 24.40	2357
Hispanic	132 10.93 4.46	262 21.69 5.84	216 17.88 5.99	136 11.26 6.00	462 38.25 6.42	1208
Asian	72 17.78 2.43	105 25.93 2.34	57 14.07 1.58	45 11.11 1.98	126 31.11 1.75	405
American Indian/ Other	33 7.19 1.12	65 14.16 1.45	79 17.21 2.19	58 12.64 2.56	224 48.80 3.11	459
Total	2957	4487	3606	2268	7201	20519

Frequency Missing = 1296

*Without Dade Special Project

Source: Florida Department of Education.

TABLE 19

Florida SAT Score Ranges
Number and Percent by Race
1984-85

Frequency Row PCT Col PCT	White	Black	Hispanic/ Other	Asian	American/ Indian	Total
1400+	222 93.28 0.72	0 0.00 0.00	4 1.68 0.14	12 5.04 1.42	0 0.00 0.00	238
1200-1399	2130 90.83 6.91	38 1.62 1.01	92 3.92 3.15	79 3.37 9.34	6 0.26 3.23	2345
1000-1199	2893 91.09 9.38	53 1.67 1.41	136 4.28 4.66	89 2.80 10.52	5 0.16 2.69	3176
900-999	10230 89.38 33.16	361 3.15 9.60	570 4.98 19.53	238 2.08 28.13	46 0.40 24.73	11445
830-899	4021 84.69 13.04	283 5.96 7.52	344 7.25 11.79	87 1.83 10.28	13 0.27 6.99	4748
0-829	11350 68.35 36.80	3026 18.22 80.46	1772 10.67 60.73	341 2.05 40.31	116 0.70 62.37	16605
Total	30846	3761	2918	846	186	38557

Frequency Missing = 6711

Source: Florida Department of Education.

TABLE 20

Teacher Education Admissions Report
State University System Of Florida
Total Number Admitted To Teacher Education Programs By Race
1985-1986

Institution	Total Number Admitted to Teacher Education Programs				Number with Test Scores Below Minimum (ACT & SAT)				Percent with Test Scores Below Minimum (ACT & SAT)			
	White	Black	Other	Total	White	Black	Other	Total	White	Black	Other	Total
University of Florida	238	4	8	250	9	1	1	11	3.8%	25.0%	12.5%	4.4%
Florida State University	259	8	7	274	0	0	0	0	0.0%	0.0%	0.0%	0.0%
Florida Agricultural and Mechanical University*	0	38	0	38	0	0	0	0	---	0.0%	---	0.0%
University of South Florida	670	17	35	722	3	2	3	8	0.4%	11.8%	8.6%	1.1%
Florida Atlantic University	140	4	4	148	8	4	3	15	5.7%	100.0%	75.0%	10.1%
University of West Florida	234	2	5	241	2	0	0	2	0.9%	0.0%	0.0%	0.8%
University of Central Florida	332	8	15	355	19	3	2	24	5.7%	37.5%	13.3%	6.8%
Florida International University	158	3	87	248	4	1	2	7	2.5%	33.3%	2.3%	2.8%
University of North Florida	218	14	4	236	9	6	0	15	4.1%	42.9%	0.0%	6.4%
STATE UNIVERSITY SYSTEM TOTAL	2249	98	165	2512	54	17	11	82	2.4%	17.3%	6.7%	3.3%

*Data submitted by FAMU did not include breakdown by race.

Source: Teacher Education Admissions Report, State University System of Florida (1985-1986), Education Standards Commission, Florida Department of Education.

TABLE 21

Florida Teacher Certification Examination
Number and Percent Passing All Subtests by Racial/Ethnic Group
First-Time Candidates
November 1980 - October 1986

Test Date	White			Black			Hispanic			Native American			Asian/Pacific Islander			Other			All		
	Number Taking	Number Passing	Percent Passing	Number Taking	Number Passing	Percent Passing	Number Taking	Number Passing	Percent Passing	Number Taking	Number Passing	Percent Passing	Number Taking	Number Passing	Percent Passing	Number Taking	Number Passing	Percent Passing	Number Taking	Number Passing	Percent Passing
11/1980	417	347	83	34	11	32	7	5	71	10	9	90	4	1	25	5	3	60	477	376	79
04/1981[1]	2,335	2,080	89	216	77	36	96	50	52	11	8	73	3	1	33	29	20	69	2,690	2,236	83
08/1981[1]	1,437	1,276	89	285	82	29	78	46	59	5	3	60	5	3	60	19	15	79	1,829	1,425	78
10/1981	2,016	1,875	93	169	58	34	82	42	51	NA	NA	NA	NA	NA	NA	NA	NA	NA	2,298	1,930	87
02/1982	3,057	2,935	96	315	136	43	133	64	48	NA	NA	NA	NA	NA	NA	NA	NA	NA	3,559	3,061	89
07/1982	3,232	2,973	92	325	137	42	133	89	67	10	9	90	6	4	67	53	39	74	3,759	3,251	86
10/1982	1,948	1,762	90	222	83	37	91	48	53	5	4	80	7	5	71	24	17	71	2,297	1,919	84
02/1983	3,127	2,818	90	296	104	35	135	69	51	4	4	100	8	5	63	55	41	75	3,625	3,041	84
06/1983	2,296	2,110	92	211	97	46	127	69	54	2	2	100	9	3	33	25	19	76	2,670	2,300	86
10/1983	1,764	1,537	87	178	62	35	95	45	47	4	4	100	7	4	57	27	14	52	2,075	1,666	80
02/1984	3,679	3,149	86	408	136	33	196	93	47	4	3	75	17	9	53	78	44	56	4,382	3,434	78
06/1984	2,467	2,135	87	243	77	32	171	84	49	7	5	71	18	12	67	23	11	48	2,929	2,324	79
10/1984	2,056	1,823	89	167	61	37	132	73	55	6	2	33	14	10	71	37	21	57	2,412	1,990	83
02/1985	3,260	2,926	90	277	112	40	140	79	56	10	5	50	15	7	47	31	20	65	3,733	3,149	84
06/1985	1,548	1,307	84	194	72	37	143	75	52	6	4	67	8	5	63	19	10	53	1,918	1,473	77
10/1985[2]	2,309	1,960	85	202	68	34	127	61	48	6	3	50	11	7	64	33	21	64	2,688	2,120	79
02/1986[2]	1,429	1,286	90	207	81	39	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	1,770	1,434	84
06/1986[2]	1,597	1,421	89	256	113	44	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	2,039	1,570	83
10/1986	2,752	2,422	88	285	108	38	177	95	54	8	4	50	10	2	20	32	20	63	3,264	2,651	81
TOTAL	42,726	38,142	89	4,490	1,675	37	2,063	1,087	53	98	69	70	142	78	55	490	315	64	50,414	41,350	82

1 Florida first-time candidates.
2 Florida first-time candidates. Data available for white and black candidates only.

Source: Florida Department of Education.

TABLE 22

Florida Teacher Certification Examination
Number and Percent Taking and Passing Entire Test by Racial/Ethnic Group
Retake Candidates
April 1981 - October 1986

Test Date	White Number Taking	White Number Passing	White Percent Passing	Black Number Taking	Black Number Passing	Black Percent Passing	Hispanic Number Taking	Hispanic Number Passing	Hispanic Percent Passing	American Indian/ Alaskan Native Number Taking	American Indian/ Alaskan Native Number Passing	American Indian/ Alaskan Native Percent Passing	Asian/Pacific Islander Number Taking	Asian/Pacific Islander Number Passing	Asian/Pacific Islander Percent Passing	Other Number Taking	Other Number Passing	Other Percent Passing	All Number Taking	All Number Passing	All Percent Passing
04/1981	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0
08/1981	3	0	0	10	1	10	3	0	0	0	0	0	1	0	0	0	0	0	17	1	6
02/1982	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
07/1982	10	0	0	44	1	2	23	0	0	0	0	0	0	0	0	2	0	0	79	1	1
10/1982	5	1	20	18	0	0	7	0	0	0	0	0	0	0	0	0	0	0	30	1	3
02/1983	12	1	8	36	0	0	12	0	0	0	0	0	0	0	0	0	0	0	60	1	2
06/1983	10	2	20	34	1	3	9	1	11	0	0	0	0	0	0	2	0	0	55	4	7
10/1983	1	0	0	4	0	0	5	0	0	0	0	0	0	0	0	0	0	0	10	0	0
02/1984	4	0	0	32	0	0	11	1	9	0	0	0	0	0	0	1	0	0	48	1	2
06/1984	9	1	11	38	1	3	14	0	0	2	0	0	0	0	0	8	0	0	71	2	3
10/1984	9	0	0	15	0	0	7	0	0	0	0	0	0	0	0	3	0	0	34	0	0
02/1985	13	0	0	20	0	0	10	0	0	1	0	0	0	0	0	5	0	0	49	0	0
06/1985	9	0	0	32	1	3	20	0	0	0	0	0	0	0	0	3	0	0	64	1	2
10/1985	8	0	0	13	0	0	12	0	0	1	0	0	0	0	0	4	0	0	38	0	0
02/1986	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
06/1986	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
10/1986	8	0	0	17	1	6	15	0	0	0	0	0	1	0	0	5	0	0	46	1	2
TOTAL	101	5	5	314	6	2	148	2	1	4	0	0	2	0	0	33	0	0	602	13	2

Note: Data were not available for the February 1982, February 1986, and June 1986 test administrations.

Source: Florida Department of Education. Compiled by author.

80

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TABLE 23

Florida Teacher Certification Examination (FTCE)
Percent Passing Each Subtest And Entire Test By Racial/Ethnic Group
November 1980 - Present, Florida First-Time Candidates

	Form 1 11/80	Form 2 4/81	3 & 4 8/81	Form 5 10/81	Form 6 2/82	Form 7 7/82	Form 8 10/82	Form 9 2/83	Form 10 6/83	Form 11 10/83**	Form 12 2/84	Form 13 6/84	Form 14 10/84	Form 15 2/85	Form 16 6/85	Form 17 10/85	Form 18 2/86	Form 19 6/86	Form 20 10/86	
Entire Test Total*	85	83	78	83	85	86	79	82	87	80	78	78	77	84	77	73	81	80	77	
White	92	91	89	90	92	93	91	91	93	89	86	87	86	91	84	82	90	89	86	
Black	31	33	29	29	37	44	32	32	46	34	32	30	32	38	37	26	39	44	33	
Math Total*	90	88	83	88	92	91	88	91	92	88	85	87	90	90	86	82	90	90	86	
White	93	94	92	93	96	96	96	95	96	94	92	92	95	95	91	88	94	94	93	
Black	62	50	43	44	58	59	58	62	64	55	49	52	59	53	53	52	64	66	54	
Reading Total*	98	94	90	93	92	94	88	91	96	94	91	95	94	96	92	90	94	97	98	
White	100	98	97	97	97	98	95	97	99	98	97	98	97	99	96	96	98	99	100	
Black	85	70	56	69	61	69	55	57	80	74	66	79	79	83	72	68	77	91	93	
Prof. Ed. Total*	86	95	92	95	95	96	92	95	95	86	90	86	86	91	87	87	88	87	86	
White	99	99	98	99	99	99	98	99	98	94	96	93	93	96	93	93	95	93	94	
Black	77	76	66	71	74	78	66	74	68	48	57	50	54	60	64	58	57	60	53	
Writing Total*	93	94	91	94	93	95	93	92	95	95	93	94	91	95	94	93	94	93	91	
White	99	98	97	98	97	98	98	97	98	99	97	97	96	98	98	97	99	98	97	
Black	54	72	64	70	64	77	70	70	76	81	71	75	75	79	80	78	81	79	66	
# Tested (Total Test) Total*	164	1125	1829	1194	1690	1899	887	1327	1281	845	1851	1557	1036	1752	1918	1061	1770	2039	1332	
White	139	927	1437	1013	1415	1564	678	1087	1075	674	1503	1251	820	1480	1548	842	1429	1597	1047	
Black	13	129	285	116	180	225	147	148	117	107	203	164	104	143	194	119	207	256	168	

*Total columns include all Racial/Ethnic Groups.

Source: Florida Teacher Certification Examination(FTCE) Scores (November, 1980 to October, 1986), Office of Teacher Education, Certification and Staff Development, State of Florida Department of Education.

Georgia

In Georgia, passing rates for 22,261 students who took the 150-item Teacher Certification Test (TCT), developed by NES, were made public in 1983 by the State Department of Education for the period 1978 to 1983. An article in the Atlanta Journal and Constitution (Hansen, 1983) indicated that on first attempt, 34% of the black candidates passed, compared to 87% of the white candidates. Approximately 3,483 black students and 18,659 white students were tested between 1978 and 1983. The first-time passing rate for all candidates for the five-year period was 78%. The 3,483 black students, most of whom were in teacher training programs, would have represented 16.6% of the newly certified teachers had competency tests not been required. The 1,184 black candidates who passed the Georgia TCT, however, constituted only 6.7% of the pool of 17,417 teachers who qualified for certification. Table 24 presents passing rates for Georgia institutions of higher education from 1978 to 1983.

Students from the nine historically black institutions in Georgia had a first-time passing rate of 28% compared to the 35% passing rate for all black students. As Table 25 indicates, 45% of the students from historically black institutions eventually passed the TCT over the five-year period, compared to a cumulative passing rate of 87% for all candidates. Approximately 901 of the 2,229 black candidates who did not qualify for a teaching certificate from 1978 to 1983 attended historically black institutions.

Data released since 1983 by the Department of Education includes passing rate data for each certification area of the TCT from 1978 through 1985. Table 26 presents rates for all examinees; Table 27,

for white examinees; and Table 28, for black examinees. Black test-takers have had a first-time passing rate of 35% and an eventual passing rate of 58% on all certification area examinations from 1978 through 1985, compared to 87% first-time and 94% eventual passing rates for white test-takers. The most notable area of improvement was the black eventual passing rate of 58% for the seven-year period, a 13% higher eventual rate than the five-year eventual passing rate of 45% for black candidates during the first five years of testing. Despite the higher cumulative passing rate, approximately 2,205 black graduates were rendered ineligible for a teaching certificate by low scores on the TCT over the seven-year period.

Since May 1, 1980, Georgia applicants have received non-renewable, three-year certificates. Beginning teachers must demonstrate competency on 14 generic teaching competencies as judged by evaluators on the Teacher Performance Assessment Instruments (TPAI). Although the precise impact of the TPAI on minority teachers is unknown, 74% of all beginning teachers met their performance criteria during their first year; and at the end of three years, 1982 to 1985, 90% of the group had met the performance criteria on all competencies on the TPAI (Sandefur, 1986a).

Following the enactment of the Quality Basic Education Act by the legislature, the Georgia Board of Education adopted a policy that the TCT be used as a recertification test for all teachers, administrators, and other certified public school personnel who did not hold a lifetime certificate. In-service teachers who did not pass the TCT prior to the expiration date of their certificates would not have them renewed. On August 26, 1985, the Georgia Association of

Educators (GAE) filed an EEOC complaint. Basing the complaint on the disparate impact of the TCT on recent graduates, the GAE charged that the TCT violated Title VII of the 1964 Civil Rights Act and that the TCT had not been properly validated for the recertification of veteran educators (Statement of Georgia Association of Educators on filing of EEOC charges, 1985). When the EEOC did not act on the complaint, the GAE filed suit in federal court. Data indicate that veteran educators have had higher passing rates than applicants for initial certification. As of August 1987, 24,866 veteran educators had taken the TCT for certification renewal with a passing rate of 95%. The 18,979 white educators had a passing rate of 98%. The 5,268 black educators had a passing rate of 85%. Thus, approximately, 790 black educators have not achieved a score high enough to have their certificates renewed and, therefore, may not qualify for employment (Solomon, 1987). Of 327 educators who had failed the TCT for certification renewal in order to be qualified to work during the 1987-88 school year, 244 were black (Rodman, 1987).

TABLE 24

Georgia Teacher Certification Test
Passing Rates by Institution, 1978-1983

Institution	Percent Passed First Time	Number of Students Taking Test	Percent Passed Subsequent Times	Percent Who Eventually Passed Test
Agnes Scott	94	71	0	94
*Albany State	31	370	56	56
Armstrong State	75	305	71	82
*Atlanta University	28	99	23	33
Augusta College	89	319	50	91
Berry College	86	464	79	93
Brenau College	81	278	68	89
*Clark College	20	129	35	33
Columbus College	81	561	69	89
Covenant College	88	104	86	94
Emory University	95	175	86	97
*Fort Valley State	33	397	57	53
Georgia College	83	669	70	90
Georgia Tech.	75	20	33	80
Georgia Southern	83	1661	80	92
Georgia Southwestern	81	613	71	90
Georgia State	88	1789	70	92
Kennesaw College	98	130	33	98
LaGrange College	78	257	61	86
Mercer-Atlanta	95	120	50	96
Mercer-Macon	76	367	73	86
*Morehouse College	33	15	50	47
*Morris Brown	13	261	34	23
North Georgia	85	508	73	91
Oglethorpe University	86	74	75	95
*Paine College	19	116	44	41
Piedmont College	66	113	72	83
*Savannah State	27	156	41	44
Shorter College	87	228	78	95
*Spelman College	52	106	59	67
Tift College	75	403	72	88
University of Georgia	89	3305	84	95
Valdosta State	84	1222	80	93
Wesleyan College	90	144	73	96
West Georgia	82	1095	68	90
Out-of-State	76	5747	60	85
**TOTAL	78	22261	64	87

*Predominantly black institutions.
**Of the total, there were 3483 black students and 18659 white students.

Source: Georgia Department of Education as reported in "22% Fail Georgia Teacher Test" by Jane O. Hansen October 9, 1983, Atlanta Journal and Constitution, p. 16.

TABLE 25

Georgia Teacher Certification Test
Passing Rates at Historically Black Institutions, 1978-1983

Institution	Percent Passed First time	Number of Students Taking Test	Number Passed First Time	Percent Eventually Passed	Number Eventually Passed
Albany State College	31	370	114	56	207
Atlanta University	28	99	27	33	33
Clark College	20	129	26	33	43
Fort Valley State College	33	397	131	53	210
Morehouse College	33	15	5	47	7
Morris Brown College	13	261	34	23	60
Paine College	19	116	22	41	48
Savannah State College	27	156	42	44	69
Spelman College	52	106	55	67	71
TOTAL	28%	1649	456	45	748

Source: Georgia Department of Education as reported in "22% Fail Georgia Teacher Test" by Jane O. Hansen, October 9, 1983, Atlanta Journal and Constitution, p. 16. Compiled by author.

TABLE 26

Georgia Teacher Certification Testing Program
1978-85 Passing Rates for All Examinees

Field	N	Initial	Retake	Cumulative
Administration/Supervision	1611	72%	76%	88%
Agriculture	203	88%	75%	92%
Art	640	81%	68%	89%
Business	757	70%	74%	83%
Communicative Arts	1652	70%	60%	83%
Early Childhood	8189	84%	70%	92%
French	92	58%	68%	76%
German	30	67%	50%	70%
Health	21	81%	50%	86%
Health/Physical Education	2356	63%	72%	82%
Hearing Impaired	104	81%	73%	91%
Home Economics	501	79%	79%	91%
Industrial Arts	234	62%	68%	78%
Latin	20	70%	33%	75%
Marketing/Distributive Education	86	72%	65%	85%
Mathematics	955	76%	74%	88%
Media Specialist	710	85%	66%	93%
Middle Childhood	5421	86%	68%	92%
Music	1232	89%	66%	94%
Reading Specialist	167	75%	62%	84%
School Counselor	357	69%	65%	82%
School Psychologist	122	66%	86%	86%
Science	1115	73%	71%	86%
Social Studies	2188	79%	63%	87%
Spanish	137	52%	73%	74%
Special Education: MR	1911	78%	69%	89%
Special Education: PK	2210	69%	63%	82%
Speech/Language Pathology	249	53%	55%	70%
All Fields	33270	78%	69%	88%

Source: Georgia Department of Education.

TABLE 27

Georgia Teacher Certification Testing Program
1978-85 Passing Rates for White Examinees

Field	N	Initial	Retake	Cumulative
Early Childhood	6926	92%	85%	98%
Middle Childhood	4479	95%	81%	98%
Communicative Arts	1419	77%	69%	88%
Social Studies	1797	87%	76%	94%
Mathematics	798	85%	88%	94%
Science	951	79%	77%	89%
Business	561	84%	88%	95%
Home Economics	434	86%	88%	96%
Industrial Arts	189	74%	90%	88%
Agriculture	172	95%	100%	98%
Art	580	85%	76%	93%
Music	1071	94%	71%	97%
Media Specialist	626	91%	85%	97%
Health/Physical Education	1915	72%	81%	89%
Special Education: MR	1438	90%	81%	97%
Special Education: PK	1833	77%	71%	88%
Distributive Education	74	76%	57%	86%
French	84	60%	73%	79%
German	30	67%	50%	70%
Latin	19	68%	33%	74%
Spanish	103	52%	75%	76%
Hearing Impaired	98	85%	82%	94%
Administration/Supervision	1264	82%	85%	94%
School Counselor	301	77%	78%	90%
School Psychologist	111	68%	88%	88%
Reading Specialist	139	83%	81%	92%
Health	18	83%	100%	89%
Speech/Language Pathology	203	57%	70%	77%
All Fields	27633	87%	79%	94%

Source: Georgia Department of Education.

TABLE 28

Georgia Teacher Certification Testing Program
1978-85 Passing Rates for Black Examinees

Field	N	Initial	Retake	Cumulative
Early Childhood	1197	33%	58%	60%
Middle Childhood	893	45%	61%	66%
Communicative Arts	214	24%	42%	44%
Social Studies	357	38%	48%	55%
Mathematics	139	31%	56%	58%
Science	144	40%	54%	61%
Business	190	27%	61%	49%
Home Economics	65	31%	62%	55%
Industrial Arts	40	8%	36%	28%
Agriculture	31	45%	57%	58%
Art	54	33%	35%	44%
Music	148	51%	61%	67%
Media Specialist	76	36%	44%	57%
Health/Physical Education	424	23%	57%	52%
Special Education: MR	444	38%	72%	64%
Special Education: PK	344	25%	49%	48%
Distributive Education	11	55%	100%	82%
French	4	25%	0%	25%
German	0	--	--	--
Latin	1	100%	--	100%
Spanish	9	44%	67%	65%
Hearing Impaired	4	0%	33%	25%
Administration/Supervision	329	36%	66%	64%
School Counselor	53	21%	38%	38%
School Psychologist	10	30%	75%	60%
Reading Specialist	24	38%	33%	50%
Health	3	67%	0%	67%
Speech/Language Pathology	42	31%	10%	36%
All Fields	5250	35%	56%	58%

Source: Georgia Department of Education.

Louisiana

The superintendent of education selected the NTE to fulfill the Louisiana legislature's 1977 mandate that a teacher applying for initial certification must pass an examination of English proficiency, pedagogical knowledge, and specialization knowledge. As Table 29 indicates, 15% of the black teacher candidates compared to 76% of the white candidates passed the NTE from 1978 to 1982. During the four-year period, 1,183 black candidates did not qualify for teaching certificates. Kauchak (1984) provides the most comprehensive analysis of the impact of competency testing on minority applicants in Louisiana:

> Since the beginning of competency testing in Louisiana in 1978, only 15% of the 1,394 black students from public institutions who took the NTE achieved a passing score. The figure represents a 10% passing rate for blacks at predominantly black public institutions and a 28% passing rate at predominantly white public institutions in the state.
>
> Since the inception of competency testing in Louisiana, only 211 black graduates of public institutions in the state have passed the NTE---just over 40 black students per year. This figure is well below the 580 black teachers that should have been hired each year if the racial composition of the teaching force was to be maintained at pre-1978 levels. (p. 627)

Noting a 49% decline in senior education majors, from 768 in 1979-80 to 389 in 1982, at the two largest predominantly black institutions and a parallel decline of black graduates in predominantly white state institutions that produced an annual average of about 55 certified candidates over the four-year period, Kauchak underscores the devastating impact of testing on minority teachers and challenges the myth that predominantly white institutions will rise to the task

of providing substantial numbers of minority teachers. Using Kauchak's data, it is relatively easy to estimate that black teachers represent only about 5% of the total pool of new teachers certified between 1978 and 1982. The significance of this fact in determining the long term effects of competency testing is magnified when viewed against Kauchak's findings that 37% of the school children are black and that 47% of the Louisiana teaching force with 15 or more years' experience is black and rapidly approaching retirement.

Certification testing has had a devastating impact at the historically black institutions in Louisiana. The trends noted by Kauchak are substantiated by the ccmprehensive analysis of teacher supply and demand factors conducted by Garibaldi (1986):

> In 1982-83, there were approximately 1500 fewer education graduates among Louisiana's 21 schools and colleges of education than there were in 1976. Data reveal that 3,386 education degrees were conferred in 1976-77 compared to 1,864 baccalaureates in education in 1982-83. (p. vii)
>
> In 1976-77, the five predominantly black colleges awarded 745 education degrees, or 22 percent of all education degrees awarded in the state. In 1982-83, Louisiana's black colleges awarded only 242 education degrees, or 13 percent of all education degrees in the state. (p. vii)
>
> Black education graduates in Louisiana have declined steadily over the last 8 years. In 1976, the mean number of black education graduates was 44 for 21 institutions; by 1980, the mean was 17 black education graduates per institution and by 1982-83 the figure was down to 12. (p. vii)
>
> In 1976-77, the five black colleges in Louisiana accounted for 79 percent of all degrees awarded to black education majors; in 1982-83, they accounted for 67 percent. (Blacks accounted for 29 percent of all education degrees awarded in the state in 1976-77; in 1982-83, blacks represented 19 percent of all education degrees conferred.) Thus, the five black colleges continue to produce the majority of the state's black education graduates despite significant institutional, state and Federal efforts to attract more

black students at the other 16 predominantly white colleges and universities. (p. viii)

Even though the five black colleges and universities in Louisiana still graduate more than 65 percent of black education students, the proportion of education degrees they conferred, as a ratio of all baccalaureate degrees, has also declined significantly. For example, two black colleges awarded 33 and 41 percent of their total baccalaureates in education in 1976-77; in 1982-83, the ratio of education degrees to total baccalaureates conferred in these same institutions was 11 and 14 percent, respectively. (pp. viii-ix)

Despite the production of representative numbers of black education graduates by the state's black and predominantly white institutions, estimates suggest that meager numbers of blacks are being certified to teach in Louisiana. Only three (3)percent, or 80, of the teaching certificates awarded in 1979-80 were received by black college graduates; in 1982-83 six (6) percent, or 116, teaching certificates went to black graduates of Louisiana's HBC's. (p. ix)

Data suggest that barely half of the state's black education graduates are being certified to teach within a year of their graduation and fewer and fewer have been taking and passing the National Teachers Examination (NTE). (p. ix)

Louisiana's black colleges accounted for about 15 percent of all education degrees awarded in 1981-82 and 1982-83 combined but their graduates represented only about five (5) percent of the teaching certificates awarded in the state. (p. ix)

More recent data, presented in Tables 30 and 31, indicate that from March 1983 to August 1986 fewer students completed approved teacher education programs at the historically black institutions, that only half those who graduated actually took the NTE Certification test, and that only 70% of those taking the test actually passed and qualified for a teaching certificate. Only 117 of 336 or 35% of the graduates from teacher education programs at the historically black institutions became certified in Louisiana (Information received, May 1983-August 1986). Since 1983 is the last year that the Louisiana Department of Education has collected certification data by race and

since the numbers of white and black students at historically black institutions is not available, the impact of testing on the minority teaching force cannot be precisely calculated.

TABLE 29

NTE Test Results by Race in Louisiana, 1978-1982

	Blacks					Whites					Total				
	Number Tested	Number Passed	Percent Passed	Number Failed	Percent Failed	Number Tested	Number Passed	Percent Passed	Number Failed	Percent Failed	Number Tested	Number Passed	Percent Passed	Number Failed	Percent Failed
1978-79	536	64	12	472	88	1721	1248	73	472	27	2256	1312	58	944	42
1979-80	390	64	16	326	86	1357	1063	78	294	22	1745	1127	65	618	35
1980-81	298	55	19	243	81	1175	921	78	254	22	1473	976	66	497	34
1981-82	170	28	17	142	83	970	755	78	215	22	1140	783	69	357	31
TOTAL	1394	211	15	1183	85	5223	3987	76	1235	24	6616	4198	63	2418	37

Source: Performance of Louisiana Students on NTE by Race---December 1978-August 1982, (1983), Louisiana Board of Regents Planning and Research Committee.

TABLE 30

NTE and Certification Results of Historically Black Institutions in Louisiana
May 1983-August 1986

Historically Black Institutions	Number Completed Approved Program	Took NTE	Achieved Score & Certified	Approx. % Certified	Did Not Achieve Score	Approx. % Not Certified
Grambling State University						
May 1983	18	3	3	100	0	10
Aug. 1983	15	13	11	85	2	15
Dec. 1983	24	23	21	91	2	15
May 1984	12	10	8	80	2	9
Aug. 1984	10	10	8	80	2	20
Dec. 1985	16	16	13	81	3	19
May 1986	23	7	5	71	2	29
Aug. 1986	13	10	9	90	1	10
TOTAL	131	92	78	60	14	15
Southern University						
May 1983	34	4	2	50	2	50
Aug. 1983	25	5	3	60	2	40
Dec. 1983	5	0	0	0	0	0
May 1984	0	0	0	0	0	0
Aug. 1984	0	0	0	0	0	0
Dec. 1985	47	12	10	83	2	17
May 1986	Information not available					
Aug. 1986	18	7	5	71	2	29
TOTAL	129	28	20	71	8	29
Dillard University*						
May 1983	10	2	2	100	0	0
Aug. 1983	14	1	1	100	0	0
Dec. 1983	2	1	0	0	1	100
May 1984	0	0	0	0	0	0
Aug. 1984	0	0	0	0	0	0
Dec. 1985	Information not available					
May 1986	7	4	3	75	1	25
Aug. 1986	0	0	0	0	0	0
TOTAL	33	8	6	75	2	25
Xavier University						
May 1983	15	12	2	17	10	83
Aug. 1983	0	0	0	0	0	0
Dec. 1983	0	0	0	0	0	0
May 1984	17	16	3	19	13	81
Aug. 1984	0	0	0	0	0	0
Dec. 1985	0	0	0	0	0	0
May 1986	11	11	8	73	3	27
Aug. 1986	0	0	0	0	0	0
TOTAL	43	39	13	33	26	67
GRAND TOTAL	336	167	117	70	50	30

*Private Institutions

Source: Louisiana Department of Education. Compiled by author.
(Data not available for December 1984, May 1985, and August, 1985.)

TABLE 31

NTE and Certification Results of Louisiana Colleges and Universities
May 1983 - August 1984

Type of Institution	Number Completed Approved Program	Number Took NTE	Number Achieved Score and Certified	Approx. No. Certified	No. Did Not Achieve Score	% Not Certified
Historically Black Institutions	201	100	65	65	35	35
Predominately White Institutions	2743	2142	1803	84	338	16
TOTAL	2944	2242	1868	83	373	17

Source: Louisiana Department of Education, Certification Office. Compiled by author.

Mississippi

In Mississippi, the Board of Trustees of State Institutions of Higher Learning has approved a policy for admission to teacher education that requires a satisfactory score on the College Outcomes Measures Project (COMP) Exam. A student is required to have a passing score only on the speaking and writing areas of the COMP if the student has a 3.2 cumulative grade point average at the end of the first semester of the sophomore year or a composite ACT score of 18. Current certification requirements include passing scores on the Communications Skills test, the General Knowledge test, the Professional Knowledge test, and the subject area examinations of the NTE (Sandefur, 1986a). Table 32 presents data that indicate that black candidates have failed disproportionately on thirteen administrations of the COMP. The 6,810 white candidates had a passing rate of 72%; whereas, the 1,897 black candidates had a passing rate of 33%. (Summaries of administrations, 1983, 1984, 1985, 1986, 1987). Of the 1,897 black candidates, 629 passed and 1,268 failed. Had testing not been in effect, the 1,897 black examinees would have represented 14% of the candidates admitted to teacher education programs. However, with the COMP requirement blacks represent only 7% of the pool admitted to training programs.

The precise impact of the NTE, a requirement for certification since 1975, is not clear from the available evidence, particularly for graduates from private institutions. However, data in Table 33 do substantiate disproportionate impact on students enrolled in historically black state institutions as compared to students enrolled in predominantly white state institutions. In 1982, passing rates for

candidates at historically black state institutions ranged from 54% to 70% compared to passing rates for candidates at predominantly white state institutions that ranged from 97% to 100% (Warner, 1983).

Testing has contributed significantly to the declining number of blacks being issued initial certificates in Mississippi. In a state where the black pupils in the public schools exceed 50%, Peoples (1984) has stated, "The diminishing number of black students interested in teaching careers and the high attrition by COMP testing in the ranks of the few who are interested indicate there will be a crisis of alarming proportions in Mississippi school systems" (p. 4). Peoples' point is clearly substantiated by data provided by the Mississippi Department of education that show the pattern of declining numbers of blacks earning first-time teaching certificates from 1982 through 1986. In 1982, first-time teaching certificates were issued to 523 blacks who represented 20.4% of the total pool of 2,566 teachers issued first-time teaching certificates. Thereafter, the numbers of black teachers receiving first-time certificates declined to 393 in 1983, 260 in 1984, 179 in 1985, then rose slightly to 212 in 1986 (Young, 1987). In 1986, the 212 black recipients of first-time teaching certificates represented 10.6% of the total number of 1,997 issued. By 1986, the number of black teachers certified had declined by 60% from the number certified in 1982. The percentage of black teachers in the total pool of teachers had been cut in half from 20.4% to 10.6%.

TABLE 32

Summary of Thirteen COMP Administrations
Mississippi
April, June, October 1983; February, June, October 1984;
February, June, October 1985; February, June, October 1986;
February, 1987

Racial/ Ethnic Group	Number Tested	Number Passed	Percent Passed	Number Failed	Percent Failed
White	6,810	4,882	72	1,928	28
Black	1,897	629	33	1,268	67
Other	284	148	52	136	48
TOTAL	8,991	5,659	63	3,332	37

Source: COMP Report to the Board of Trustees of State Institutions of Higher Learning (April, June, October 1983; February, June, October 1984; February, June, October 1985; February, June, October 1986; February 1987) as provided by Mississippi State Department of Education. Compiled by author.

TABLE 33

National Teacher Examination Scores for Mississippi Universities
1982

Institution	Composite Mean for 1982	Percent scoring 850* or Above
Mississippi University for Women	1,156	100
Mississippi State University	1,140	98
University of Mississippi	1,123	97
Delta State University	1,132	97
University of Southern Mississippi	1,141	97
**Alcorn State University	895	70
**Jackson State University	874	60
**Mississippi Valley State University	851	54

* Required for certification in Mississippi.
** Historically and predominantly black institutions.
Source: Mississippi State College Board as reported in "Many Ed Majors Can't Pass Teacher's Exam" by Coleman Warner, January 30, 1983, The Clarion Ledger, p. 8B.

New Jersey

In New Jersey, the NTE program is used for certification. Elementary and nursery level candidates must take the General Knowledge test. Secondary candidates are required to take one of the separate subject tests. In November 1985, data were released that reflected first-time test performance of certification candidates on 6,590 tests during seven different test administrations between March and September 1985. Since some candidates took more than one individual test, the total number of tests did not equal the number of candidates. Of the total group, 804 or 12% of the candidates self-reported their racial/ethnic backgrounds to be black, Hispanic, Asian, or native American. The New Jersey Department of Education reporting system reports a "minority" failure rate rather than a failure rate for each racial/ethnic group. As Table 34 indicates, the 410 minority candidates who took the General Knowledge test had a passing rate of 53.4% compared to a passing rate of 91.8% for white candidates, and the 394 minority candidates who took the secondary subject tests had a passing rate of 70.8% compared to a passing rate of 91.6% for white candidates. Thus, 191 minority candidates were screened from the pool of elementary teachers and 115 minority candidates were screened from the pool of secondary teachers (Annual report, 1985). The 219 minority candidates who passed and, therefore, could have been certified for elementary teaching positions represent 7.7% of the total pool of elementary teachers eligible for certification. The 115 minority candidates who qualified for secondary school certification represent 8.6% of the total pool of secondary candidates eligible for a certificate. Thus, if future passing rate trends remain consistent

with those of the first test administration, minority teachers will represent only about 8.6% of the teaching force in New Jersey, a state with a K-12 minority enrollment of about 29%.

TABLE 34

New Jersey NTE Results for First-Time Examinees, March to September, 1985

	Number Tests Taken	Number Failed	Percent Failed	Number Passed	Percent Passed
General Knowledge					
Minorities	410	191	46.6	219	53.4
Whites	2857	234	8.2	2623	91.8
All Test-Takers	3267	425	13.0	2842	87.0
Secondary Subjects Tests					
Minorities	394	115	29.2	279	70.8
Whites	2919	246	8.4	2673	91.6
All Test-Takers	3313	361	10.9	2952	89.1

Source: New Jersey Department of Education. Compiled by author.

New Mexico

Since July 1, 1983, the New Mexico Department of Education has required institutions to administer a written basic skills examination in reading, writing, and mathematics to students prior to their admission to an approved teacher education program; and for initial certification applicants have been required to complete an examination of communication skills, general education, and teaching methods and practices. Since July 1, 1984, content specialty examinations have also been required for certification. Each institution selects its own instrument to test reading, writing, and mathematics skills. Some institutions have developed examinations and others have selected commercially prepared tests. New Mexico State University and the University of New Mexico use the PPST. In some instances where the PPST is used an alternative route has been established that consists of non-timed tests that are believed to be fairer for students for whom English is a second language. The NTE Core Battery (Communication Skills, General Knowledge, and Professional Knowledge) and the Specialty Area tests are required by the State Department of Education for initial certification (Sandefur, 1986a).

Reports of minority performance on the basic skills examinations in reading, writing, and mathematics required for admission to teacher education programs in New Mexico are not comprehensive but sufficient to document a trend of disproportionate impact. The New Mexico Department of Education does not have a standardized reporting system for admission testing but did conduct a survey for the 1984-85 academic year that provided data on the number of students tested at nine institutions and minority group passing rates for five

institutions. Passing rates computed from data that include the nine institutions indicate that the passing rate for all candidates during the 1984-85 school year on the mathematics test was 78%; on the reading test, 80%; and on the writing test, 77% (Summary of New Mexico institutions, 1985). Passing rates computed from compiled data on all three tests at College of the Southwest, New Mexico Highlands University, New Mexico State University and Western New Mexico University are 71% for Anglo candidates and 51% for Hispanic candidates. Data for minority candidates at the University of New Mexico group Asian, black, Hispanic, native American and other ethnic candidates in a generic "minority" category and indicate that 38 or 42% of 90 minority candidates passed all three of the subtests during the 1984-85 school year (Summary of ethnic groups, 1985). See Tables 35 and 36.

Results through 1985 for certification testing are presented in Table 37. Despite the fact that passing rates appear relatively high for most minority groups on the four separate examinations required for certification, the New Mexico State Department reporting system does not provide the data necessary to calculate the precise impact on minorities. The data do not indicate the number of minorities in the testing pool nor the number of individuals in each minority group who passed all four examinations. The passing rate data, however, indicate generally that all minority groups score lower than Anglos on each of the Core Battery tests (Percent Passing, 1985).

TABLE 35

Summary of New Mexico Institutions of Higher Education For All Candidates
Basic Skills Test, 1984-85 School Year

Institution	TOTAL TAKING EXAMINATIONS Math.	Reading	Writing	NO. WHO PASSED Math.	Rdng.	Writ.	NO. WHO PASSED ALL 3 SECTIONS	NO. WHO FAILED Math.	Rdng.	Writ.	NO. WHO FAILED ALL 3 SECTIONS
1. College of Santa Fe	*23	*23	*15	20	19	15	14	3	4	0	0
2. College of the Southwest	27	27	27	19	22	22	16	8	5	5	2
3. Eastern New Mexico University	50	50	50	43	43	45	43	7	7	5	4
4. New Mexico Highlands University	72	85	81	52	70	64	47	20	15	17	4
5. New Mexico State University	137	137	137	129	113	119	95	8	24	18	1
6. New Mexico Inst. of Mining & Tech.	4	4	4	4	4	4	4	0	0	0	0
7. University of Albuquerque	5	5	5	2	2	0	2	1	1	0	0
8. University of New Mexico	340	340	340	252	272	245	200	88	68	95	14
9. Western New Mexico University	61	61	61	42	40	40	33	19	21	21	12

* The examinations are given by appointment and may be retaken.

Source: New Mexico Department of Education.

TABLE 36

Basic Skills Tests Results
New Mexico Public Institutions
Summary By Ethnic Groups
1984-85 School Year

	TOTAL TAKING EXAMINATIONS			NO. WHO PASSED			NO. WHO PASSED	NO. WHO FAILED			NO. WHO FAILED
	Math.	Reading	Writing	Math.	Rdng.	Writ.	ALL 3 SECTIONS	Math.	Rdng.	Writ.	ALL 3 SECTIONS
1. College of the Southwest	18-A	18-A	18-A	14-A	16-A	15-A	12-A	4-A	2-A	3-A	1-A
	1-B	1-B	1-B	0	0	1-B	0	1-B	1-B	0	0
	8-H	8-H	8-H	5-H	6-H	6-H	4-H	3-H	2-H	2-H	1-H
2. New Mexico Highlands University	8-A	9-A	8-A	8-A	8-A	5-A	9-A		1-A	3-A	
	0-B	0-B									
	64-H	75-H	73-H	44-H	62-H	59-H	38-H	20-H	13-H	14-H	4-H
		1-NA							1-NA		
3. New Mexico State University	105-A	105-A	105-A	97-A	94-A	91-A	76-A	8-A	11-A	14-A	1-A
	28-H	28-H	28-H	28-H	16-H	24-H	16-H		12-H	4-H	
	3-NA	3-NA	3-NA	3-NA	2-NA	3-NA	2-NA		1-NA		
	1-O	1-O	1-O	1-O	1-O	1-O					
4. University of New Mexico *(minorities)		90		56	61	61	38	34	29	29	9
5. Western New Mexico University	38-A	38-A	38-A	25-A	25-A	25-A	23-A	13-A	13-A	13-A	6-A
	23-H	23-H	23-H	17-H	15-H	15-H	10-H	6-H	8-H	8-H	6-H

* "Minorities" includes Asians, Blacks, Hispanics, and Native Americans

KEY: A = Anglo, B = Black, H = Hispanic, NA = Native American, O = Other

Source: New Mexico Department of Education.

TABLE 37

Percent Passing the NTE through 1985
All Candidates by Ethnic Group

New Mexico

CORE BATTERY

	Total	Male	Female	Anglo	Hispanic	Native American	Black
Communication Skills (Pass = 644) (N=3570)	92	89	93	96	83	55	82
General Knowledge (Pass = 645) (N=3598)	88	91	87	94	72	52	65
Professional Knowledge (Pass = 630) (N=3386)	99	98	99	99	97	91	98

SPECIALTY AREA TESTS

	Total	Male	Female	Anglo	Hispanic	Native American	Black
Biology & General Science (Pass = 540) (N=147)	90	90	90	95	70	50 *(n=2)	na
Business Education (Pass = 530) (N=69)	93	80 *(n=15)	96	96	87 *(n=15)	50 *(n=2)	na
Chem., Physics & Gen. Science (Pass = 590) (N=59)	54	57	52	62	14 *(n=7)	na	na
Early Childhood Education (Pass = 480) (N=145)	99	75 *(n=4)	100	100	100	100 *(n=10)	na
Education in Elem. Schools (Pass = 500) (N=1033)	95	91	95	98	87	73	100 *(n=8)
Educational Adm. & Supervision (Pass = 480) (N=231)	96	94	97	98	92	100 *(n=12)	100 *(n=4)
Guidance Counselor (Pass = 550) (N=76)	91	100	85	100	82 *(n=17)	50 *(n=6)	100 *(n=2)
Home Economics Education (Pass = 480) (N=54)	98	na	98	100	91 *(n=11)	100 *(n=2)	100 *(n=2)
Mathematics (Pass = 550) (N=147)	78	73	84	82	50 *(n=8)	0 *(n=1)	0 *(n=1)
Physical Education (Pass = 540) (N=168)	92	91	90	97	86	43 *(n=7)	50 *(n=2)
Reading Specialist (Pass = 480) (N=65)	95	67 *(n=3)	97	98	90 *(n=10)	100 *(n=1)	na
Spanish (Pass = 500) (N=67)	94	100 *(n=1)	92	95 *(n=1)	92	na	na

*20 or less

Source: New Mexico Department of Education.

New York

In 1981 the Board of Regents adopted a resolution requiring an examination for teacher certification. ETS conducted a validity study in New York State for the Communication Skills, General Knowledge, Professional Knowledge, and Specialty Area tests of the NTE. Since fall 1984, teacher education candidates have had to pass the Communication Skills, General Knowledge, and Professional Knowledge tests to qualify for a teaching certificate. In March 1986, the validity studies for the specialty area tests were completed.

In March 1986, the New York State Department of Education released scores on approximately 5,800 candidates who were tested during the October 1985 test administration. See Table 38. The overall passing rates for approximately 5,800 candidates were 81% on the Communication Skills test, 75% on the General Knowledge test, and 86% on the Professional Knowledge test. The passing rate on the Communication Skills test was 86% for white candidates, 49% for black candidates, 75% for Mexican American candidates, 42% for Puerto Rican candidates, 49% for other Hispanic and Latin American candidates, 69% for native American/Alaskan/Aleut candidates, and 40% for Pacific/Asian American candidates. Passing rates on the General Knowledge test were 80% for white candidates, 42% for black candidates, 33% for Mexican American candidates, 36% for Puerto Rican candidates, 42% for other Hispanic and Latin American candidates, 77% for native American/Alaskan/Aleut candidates, and 59% for Pacific/Asian American candidates. Passing rates on the Professional Knowledge test were 89% for white candidates, 60% for black candidates, 83% for Mexican American candidates, 51% for Puerto Rican candidates, 50% for other Hispanic/Latin American candidates, 83% for

native American/Alaskan/Aleut candidates, and 64% for Pacific/Asian American candidates (New York State Department of Education, 1986).

Passing rates for the October 1986 test administration are presented in Table 39 and show similar passing rates to the October 1985 test administration. The passing rates on the Communication Skills test were 86% for whites, 47% for blacks, 25% for Mexican Americans, 75% for native Americans, 42% for Asians, 39% for Puerto Ricans, and 50% for other Hispanics. The passing rates on the General Knowledge test were 79% for whites, 40% for blacks, 80% for Mexican Americans, 85% for native Americans, 59% for Asians, 30% for Puerto Ricans, and 37% for other Hispanics. Passing rates on the Professional Knowledge test were 90% for whites, 59% for blacks, 50% for Mexican Americans, 75% for native Americans, 48% for Asians, 56% for Puerto Ricans, and 72% for other Hispanics (Number taking, 1986).

Data on the number of candidates in each ethnic group who passed all three examinations were not made available. Trends in other states would suggest that the adverse impact of testing on minorities in New York is greater than the passing rates for each of the separate NTE tests would suggest. The October 1985 data show that 317 (54%) of the 587 minority candidates from all ethnic groups were disqualified on the General Knowledge test alone. Similarly, the October 1986 data show that 340 (55%) of 613 minority test takers were disqualified on the General Knowledge test. Compiled data from the two test administrations would suggest that all minority teachers will represent only about 6.7% of the newly certified teachers with blacks representing about 2.8% and Hispanics representing about 1.7% of the total pool.

TABLE 38

Number of Persons Taking the Core Battery Test in New York State
by Number and Percent Passing by Self-Reported Ethnicity, Sex,
and In-State/Out-Of-State Institutions of Study
October 1985 Administration

Category	Communication Skills (650)			General Knowledge (649)			Professional Knowledge (646)		
	Total No. Of Tests	No. Passing	% Passing	Total No. Of Tests	No. Passing	% Passing	Total Of Tests	No. Passing	% Pass
Ethnicity									
Black	232	114	49.1	245	103	42.0	197	119	60.4
Mexican Amer./Chicano	8	6	75.0	6	2	33.3	6	5	83.3
Nat.Amer./Alask./Aleut	26	18	69.2	31	24	77.4	29	24	82.8
Pacific/Asian Amer.	45	18	40.0	41	24	58.5	42	27	64.3
Puerto Rican	92	39	42.0	102	37	36.3	85	43	50.6
Other Hisp./Lat. Amer.	79	39	49.4	86	36	41.9	68	34	50.0
White	4,649	3,984	85.7	4,753	3,817	80.3	3,932	3,493	88.8
Other	73	40	54.8	76	44	57.9	70	38	54.3
No Response	440	315	71.6	494	305	61.7	403	300	74.4
Sex									
Male	1,066	880	82.5	1,022	904	88.5	919	772	84.0
Female	4,556	3,557	78.1	4,733	3,428	72.4	3,846	3,310	86.1
No Information	22	20	90.9	79	60	76.0	67	60	89.6
Total	5,644	4,426	81.0	5,834	4,392	75.3	4,832	4,142	85.7

Source: New York Department of Education, Division of Teacher Certification.

TABLE 39

Number Taking and Passing and Percent Passing October 1986
NTE Core Battery Tests
New York State
October 1986 Administration

Populations Tested	Communications Skills (650)			General Knowledge (649)			Professional Knowledge (646)		
	# Tests	# Passed	% Pass	# Tests	# Pass	% Pass	# Tests	# Pass	% Pass
Scores sent to SED	2,761	2,403	87	2,992	2,349	79	2,451	2,217	90
Examinees in State	4,740	3,792	80	5,147	3,751	73	4,031	3,441	85
Difference	1,979	1,389	70	2,155	1,402	65	1,580	1,224	77
Black	273	127	47	316	126	40	209	124	59
Mexican American	4	1	25	5	4	80	2	1	50
Native American	20	15	75	20	17	85	20	15	75
Asian	33	14	42	27	16	59	27	13	48
Puerto Rican	97	38	39	111	33	30	85	48	56
Other Hispanic	50	25	50	57	21	37	37	23	62
White	3,834	3,283	86	4,095	3,230	79	3,251	2,930	90
Other	76	51	67	77	56	73	63	46	73
No information	353	238	67	439	248	56	337	241	72
Freshmen	3	2	67	2	1	50	2	0	0
Sophomores	80	68	85	45	30	67	8	6	75
Juniors	469	385	82	416	319	77	154	121	79
Seniors	1,506	1,197	79	1,657	1,237	75	1,477	1,293	88
Bachelors	901	668	74	1,050	673	64	773	606	78
Graduate School	1,065	889	83	1,187	891	75	946	839	89
Masters	669	545	81	741	562	76	628	546	87
Doctorate	27	25	93	25	25	100	26	23	88
No information	20	13	65	24	13	54	17	7	41
Male	954	771	81	925	790	85	790	644	82
Female	3,761	3,008	80	4,160	2,920	70	3,170	2,740	86
No information	25	13	52	62	41	66	71	57	80

Source: New York Department of Education, Division of Teacher Certification

North Carolina

According to Perkins (1986c), a 1959 legislative mandate requiring the NTE for licensing teachers marked the beginning of controversy concerning teacher competency testing in North Carolina. A lawsuit claiming that the NTE discriminated against minorities was filed in 1973 in the U.S. District Court in Raleigh by the U.S. Justice Department, the North Carolina Association of Educators, and the NEA. In 1975 a three-judge panel ordered the North Carolina Board of Education to cease using the NTE as a requirement for certification until a validation study to determine a proper score was conducted. The state completed this validation study in 1976. The order banning the NTE was lifted in 1977 following the U.S. Supreme Court decision upholding the NTE in South Carolina. In 1978 the North Carolina Board of Education and the University of North Carolina Board of Governors passed a joint resolution to initiate a Quality Assurance Program. Included in this program were provisions for admission and exit testing. Currently, the Communication Skills test and the General Knowledge test are used for screening prior to entry into teacher education, and the Professional Knowledge test and a Specialty Area test are used as exit examinations. In 1983, plaintiffs in the lawsuit filed in 1973 agreed to withdraw the suit if the board provided a racial breakdown of NTE scores, pledged to provide counseling and remediation services for prospective teachers who failed the test, and conducted a validation study of the revised NTE. Validation studies of the core battery examinations were completed in 1983. In June, 1986 the North Carolina Department of Public Instruction released passing rates on the Communication and the

General Knowledge tests for different racial groups from an October, 1985 test administration. Based on cutoff scores set at the third percentile nationally for the Communication Skills test, white students had a passing rate of 99%; black students, 75%; and American Indians, 97% (Perkins, 1986c). In August 1986, the North Carolina Department of Public Instruction released passing rates on the Professional Skills test for different racial groups on the October 1984 and August 1985 test administrations. During these two test administrations, 4,348 prospective teachers trained at North Carolina colleges and universities were tested. White students had a passing rate of 92%. Black students had a passing rate of 39%. The overall passing rate was 80%. Subsequent passing rates on the October 1985 test administration were 91% for white students, 36% for black students, and 80% for all test-takers (Perkins, 1986a).

The precise number of black students who have been excluded from the teaching profession since the inception of competency testing in North Carolina cannot be determined from available data. However, the adverse impact on the black teacher pool can be partially estimated. From the available data, it appears that approximately 25% of the black college students who aspired to be teachers were screened out of approved teacher education programs on the Communication and General Knowledge sections of the NTE. Of those black students who were admitted and who completed teacher education programs, 61% failed the Professional Skills section of the NTE on the October 1984 and August 1985 administrations. On the same two test administrations, 249 of 441 students failed the Professional Skills test at the five state and six private historically black institutions (See Table 40). The

failure rates at these eleven institutions ranged from 41% to 92%. The overall failure rate for black students from all institutions was 64% compared to an overall failure rate of 9% for white students (Perkins, 1986a). The number of non-black test-takers from these historically black institutions is not known.

Data from the State Department of Public Instruction, presented in Table 41, clearly document the declining numbers of minority teachers who obtained initial certification from 1974 to 1985. In 1975, 8,318 white teachers received initial certification, but by 1985 the annual number of initially certified white teachers declined to 3,915, a 53% decline. In 1975, 1,542 black candidates obtained initial certification as compared to 408 in 1985, a 74% decline. In 1975 black teachers constituted 15% of the total pool of 7,259 initially certified teachers; whereas, in 1985 newly certified black teachers constituted only 9% of the total pool. White representation in the annual pool of certified teachers rose from 83% in 1974 to 89% in 1985. The number of native American teachers earning initial certification declined from 55 in 1975 to 21 in 1985, a 55% reduction; and Asian American teachers earning initial certification declined from 24 in 1975 to 21 in 1985 (Foreman, 1986).

The large number of black teachers who are approaching retirement and plans to raise the NTE cutoff score are likely to reduce the minority teaching force in North Carolina even more severely than has already been the case. In 1985, 28% of the black teachers and 27% of the black principals in North Carolina had 25 or more years of experience and were eligible for retirement (Warner, 1986). The North Carolina State Board of Education and the University of North Carolina

Board of Governors are presently considering raising the NTE Communication Skills cut-off score from 644 to 655, a policy change that would eliminate 85% of the black candidates (Perkins, 1987). Table 42 indicates the severe impact that raising the cutoff score would have on historically black institutions.

TABLE 40

Results of NTE Professional Skills Test Ranked by Mean Score
North Carolina Colleges and Universities
October 1984 and August 1985

Institution	No. take	No. fail	% fail	Mean score		No. take	No. fail	% fail	Mean score
Wake Forest	53	1	1.9	667.26	Sacred Heart	12	2	16.7	655.42
Queens College	13	0	0	667.23	N.C. Wesleyan	17	2	11.8	655.29
Duke	13	0	0	666.77	Methodist	33	6	18.2	654.61
UNC-Asheville	26	0	0	665.19	Pfeiffer College	14	2	14.3	653.79
UNC-Chapel Hill	196	4	2.0	664.88	Wingate College	31	7	22.6	653.32
N.C.S.U.	100	5	5.0	663.70	Atlantic Christ.	66	15	22.7	653.11
Salem College	20	0	0	663.45	High Point Col.	29	8	27.6	652.83
Belmont Abbey	6	0	0	662.00	Pembroke State	78	20	25.6	651.71
Greensboro College	23	2	8.7	660.17	Elon College	52	12	23.1	651.35
UNC-Wilmington	121	11	9.1	659.60	Catawba College	24	6	25	650.21
UNC-Greensboro	182	8	4.4	659.54	*N.C. Central	75	35	46.7	649.24
Warren Wilson	7	1	14.3	659.43	Piedmont Bible	13	5	38.5	649.00
UNC-Charlotte	158	13	8.2	659.39	*Fayetteville St.	74	30	40.5	647.74
Guilford Col.	27	4	14.8	658.52	*W-S State Univ.	66	34	51.5	646.36
Appalachian St.	372	35	9.4	658.09	St. Andrews Pres.	11	6	54.5	645.82
Campbell	56	4	7.1	658.00	*N.C. A&T	48	30	62.5	640.31
Western Carolina	177	21	11.9	657.50	*Elizabeth City	102	61	59.8	640.77
Gardner-Webb	59	6	10.2	657.12	*Shaw	11	7	63.6	638.82
Meredith	62	5	8.1	657.02	*St. Augustine's	14	11	78.6	637.57
Lenoir-Rhyne	62	10	16.1	656.65	*Johnson C. Smith	12	11	91.7	637.17
ECU	338	40	11.8	656.48	*Bennett College	9	7	77.8	636.56
Mars Hill	90	16	17.8	656.01	*Livingstone	20	15	75.0	634.70
(Statewide mean)			20.1	655.56	*Barber-Scotia	10	8	80.0	631.20

Davidson College and Southeastern Baptist Seminary had too few student test-takers to calculate.

*Historically black institutions.

Source: Educational Testing Service as reported in "Scores Show Trend in Failure Rate for Teachers

TABLE 41

Certified Personnel by Initial Certification Date/Race
North Carolina
1974-1985

Year Added to File	White	Percent	Black	Percent	Indian	Oriental	Unknown	Total
1974	6,079	83.7	1,124	15.4	26	7	23	7,259
1975	8,318	83.4	1,542	15.4	55	24	24	9,963
1976	8,152	82.5	1,645	16.6	36	21	27	9,881
1977	7,302	81.4	1,570	17.5	49	23	21	8,965
1978	6,778	81.9	1,393	16.8	53	20	22	8,266
1979	6,360	84.4	1,091	14.5	44	17	15	7,527
1980	5,674	86.8	796	12.1	41	12	11	6,534
1981	4,583	89.6	485	9.5	24	13	8	5,113
1982	4,392	89.7	448	9.1	34	13	9	4,896
1983	4,297	87.5	558	11.3	31	10	14	4,910
1984	4,501	90.7	426	8.2	20	20	13	4,980
1985	3,915	89.3	408	9.3	21	21	18	4,383
Total	192,001		39,362		1,292	449	1,835	234,940

Source: Compiled by NCAE Research From SDPI Data, Fall 1985. From Minority Educators: Are They an Endangered Species? by Margaret V. Foreman, April 17, 1986, p. 30.

TABLE 42

How Passing Rates Would Have Changed on the NTE Communication Skills Test
at North Carolina Institutions Had the Cutoff Score Been Changed from 644 to 655

Institution	Number tested	% failed '85-'86	%who would have failed
Appalachian State	559	2.0	31.7
Atlantic Christian	65	4.6	53.6
*Barber-Scotia	10	10.0	80.0
*Bennett College	12	33.3	66.7
Campbell	64	3.1	31.3
Catawba College	22	9.1	40.9
Davidson	3	0.0	0.0
Duke	22	0.0	4.5
ECU	432	4.4	40.7
*Elizabeth City St.	65	26.2	75.4
Elon College	55	10.9	60.0
*Fayetteville St.	79	22.8	59.5
Gardner-Webb	53	1.9	45.3
Greensboro Col.	12	8.3	41.7
Guilford Col.	13	0.0	38.5
High Point Col.	36	8.3	47.2
*Johnson C. Smith	41	41.5	87.8
Lenoir-Rhyne	70	0.0	28.6
*Livingstone	16	56.3	75.0
Mars Hill	96	7.3	33.3
Meredith	75	0.0	21.3
Methodist	37	10.8	32.4
*N.C. A&T	55	25.5	76.4
*N.C. Central	57	19.3	70.2
NCSU	177	0.0	14.7
N.C. Wesleyan	17	0.0	52.9
Pembroke State	136	6.6	50.0
Pfeiffer College	20	0.0	45.0
Queens College	31	0.0	9.7
Sacred Heart	10	0.0	20.0
Salem College	27	0.0	14.8
*Shaw	14	35.7	100.0
St. Andrews Presb.	16	6.3	31.3
*St. Augustine's	23	47.8	87.0
UNC-Asheville	29	0.0	17.2
UNC-Chapel Hill	285	0.0	6.3
UNC-Charlotte	166	0.6	22.3
UNC-Greensboro	216	0.0	27.3
UNC-Wilmington	221	2.7	32.6
Wake Forest	61	0.0	1.6
Warren Wilson	20	0.0	40.0
Western Carolina	179	1.7	39.1
Wingate College	38	2.6	42.1
*W-S State Univ.	33	12.1	97.6

*Historically black institutions.

Source: State Department of Public Instruction as presented in "Raising Scale for Teaching Test

Oklahoma

In 1980, the Oklahoma legislature enacted House Bill 1706, which requires a teacher candidate to demonstrate competency in oral and written English and to pass curriculum examinations in each subject that the candidate expects to teach. Admission testing for teacher education programs is just beginning; however, since January 31, 1982, any person completing a teacher education program has been required to pass the curriculum examination before being certified. The Oklahoma State Department of Education contracted with NES of Amherst, Massachusetts, for the development and administration of the Oklahoma Teacher Certification Testing (OTCT) program. Upon graduating from college and completing an approved teacher education program, passing the OTCT, and being recommended by a college or university, a candidate is issued a one-year license. The candidate must successfully complete an Entry-Year Assistance Program within two years. Racial group data are not recorded for participants in the Entry-Year Assistance Program.

Summary data for the OTCT from 1982 to 1986 are presented in Table 43. Compared to an overall passing rate of 76%, black candidates passed 47% of the tests; Hispanic candidates, 65%; native American candidates, 67%; Oriental candidates, 77%; and Anglo candidates, 77% (Sex and race results, 1982, 1983, 1984, 1985, and 1986).

The Oklahoma Department of Education reports test results by number of tests taken. Consequently, a true number of certifiable teachers cannot be calculated because a candidate may take more than one test in order to certify for more than one area. However, piecing together data from several sources enables estimates. For example, a

Tulsa Tribune article indicated that during the February 1983 test administration 1,200 teacher candidates took 2,543 tests. Based on the assumption that each candidate took an average of two tests during each test administration over the five-year period, it would appear that about 15,024 individual candidates passed tests, including approximately 14,170 whites, 425 native Americans, 260 blacks and 35 Orientals. Anglo teachers over the five-year period constitute approximately 94.3% of the Oklahoma teaching force certified by examination. All minority teachers represent about 5.7%. Native Americans represent 2.8%; blacks, 1.7%; and all other minorities about 1%.

Langston University, the only historically black institution in Oklahoma, has been adversely affected by certification testing. In 1982 only 3 of 16 tests were passed at Langston University. In February 1983, 4 of 6 tests were passed; in December 1983, 12 of 17 tests were passed; in February 1984, 24 of 28 tests were passed (Results by institution, 1982, 1983, 1984). Despite increasing passing rates, the numbers of teachers being certified at Langston have been few.

TABLE 43

Oklahoma Certification Testing Program Test Results by Ethnicity
All Examinations/All Examinees
1982 - 1986

Ethnic Group	1982			1983			1984			1985			1986			Five Year Total		
	Tests Taken	Tests Passed	Percent Passed	Tests Taken	Tests Passed	Percent Passed	Tests Taken	Tests Passed	Percent Passed	Tests Taken	Tests Passed	Percent Passed	Tests Taken	Tests Passed	Percent Passed	Tests Taken	Tests Passed	Percent Passed
Native American	117	91	78	239	151	63	215	143	67	337	223	66	380	248	65	1288	856	67
Black	147	55	37	281	134	48	196	91	48	237	119	50	243	118	49	1104	517	47
Hispanic	39	26	67	36	21	58	52	43	52	58	37	77	66	42	64	261	169	65
Oriental	7	4	71	7	5	71	19	17	89	38	29	76	23	13	57	94	69	73
Anglo	5714	4422	77	7575	6008	79	7163	5601	78	7804	6066	78	8402	6242	74	36658	28339	77
Other	3	3	100	36	30	56	18	16	89	41	33	80	29	13	45	127	95	75
All Examinees	6045	4617	76	8204	6344	77	7657	5911	77	8536	6517	76	9150	6681	73	39,592	30,070	76

Source: Oklahoma Department of Education. Compiled by the Author.

Oregon

Since January 1, 1985 Oregon candidates for the initial certificate as a teacher, specialist, or administrator have had to achieve a satisfactory score on the CBEST, an examination developed initially by ETS for California. A passing score is a scaled score of 41 on each test or a composite score of 123 on the reading, writing, and mathematics test with no separate test score below 36. Table 44 presents performance data by race/ethnicity for all test administrations from December 1984 through July 1986 and indicates a disparate impact on minorities similar to that of other states. Of the 8,175 first-time examinees who self-reported racial/ethnic identities, 414 or 5.1% were minority candidates. All minority first-time candidates posted a combined passing rate of 63%, compared to a passing rate of 81% for white first-time examinees. Separate group data indicate a 34% passing rate for blacks, 45% for Mexican Americans, 83% for Puerto Ricans, 66% for other Hispanics, 46% for Pacific Islanders, 74% for Asians, 89% for Filipinos, and 74% for other minority examinees. In all, 155 minority candidates failed to post a score sufficiently high to qualify for the initial certificate (CBEST administrations, December 1984-July 1986).

TABLE 44

Passing Rates by Ethnicity
All First-Time Oregon Examinees
California Basic Educational Skills Test
December 1984 - July 1986

Ethnic Group	Number Tested	Number Passed	Percent Passed	Number Failed	Percent Failed
No Response	289	219	76	70	24
Native American	50	32	64	18	36
Asian	95	70	74	25	26
Black	47	16	34	31	66
Mexican American	62	28	45	34	55
Puerto Rican	6	5	83	1	17
Other Hispanic	32	21	66	11	34
Pacific Islander	25	14	56	11	44
Filipino	9	8	89	1	11
Other	88	65	74	23	26
White	7,472	6,043	81	1,429	19
TOTAL	8,175	6,521	80	1,654	20

Source: Oregon Department of Education. Compiled by author.

South Carolina

In 1979 the South Carolina General Assembly enacted a law requiring (1) the administration of a basic skills examination to all students entering teacher education programs, (2) the administration of the NTE or a state-developed proficiency examination in non-NTE areas prior to certification, and (3) three evaluations by a team during student teaching and the provisional year of teaching (Sandefur, 1986a). Since the South Carolina Department of Education does not collect data by race or ethnic group for the entrance examination, the subject area tests, or the provisional teacher assessment, the full impact of the state assessment program on the minority teaching force cannot be determined. However, data for the South Carolina Education Entrance Examination (SCEEE) are collected by institution.

Data presented in Tables 45 and 46 indicate a disproportionate impact on students at historically black institutions as compared to students at predominantly white institutions. On six separate examinations from October 20, 1984 through October 25, 1986 students at historically black institutions had a first-time passing rate of 18% compared to a first-time passing rate of 74% for students at predominantly white institutions and an overall first-time passing rate of 70%. Data on second and third-time test-takers for the same two-year period portray a similar pattern of disproportionate impact on examinees from historically black institutions. The passing rate on the SCEEE at historically black institutions is 17% for second-time examinees and 5% for third-time examinees, compared to a 54% second-time passing rate and a 46% third-time passing rate for

examinees at predominantly white institutions. Of the 444 first-time examinees from historically black institutions, 126 or 28% eventually passed. Of the 5,515 first-time examinees from predominantly white institutions, 4,640 or 84% eventually passed. Thus, approximately 318 of the 444, or 72%, of the examinees from historically black institutions were excluded from admission to teacher education programs even after second and third attempts on the SCEEE (South Carolina, 1984, 1985, 1986).

That the number of first-time examinees at historically black institutions sitting for the SCEEE shows a fairly consistent decline over the two-year period of entrance testing suggests that a discouragement factor may be operating. Although no data by racial group are available for either the subject area tests or the beginning-year classroom assessments, performance assessments in the classroom indicate a 97% passing rate on the first evaluation in 1983-84 and 1984-85 and a 79% passing rate on the second evaluation for 1983-84 (Assessments of performance, 1983-84, 1984-85).

TABLE 45

South Carolina Education Entrance Examination
Institution Summary
Historically Black and Predominantly White Institutions
First-Time Examinees
October 20, 1984 - October 15, 1986

Type of Institution	October 20, 1984 Administration		March 2, 1985 Administration		October 19, 1985 Administration		February 22, 1986 Administration		June 28, 1986 Administration		October 25, 1986 Administration	
Historically Black Institutions	Total No. Examinees	Passed No. (%)	Total No. Examinees	Passed No. (%)	Total No. Examinees	Passed No. (%)	Total No. Examinees	Passed No. (%)	Total No. Examinees	Passed No. (%)	Total No. Examinees	Passed No. (%)
Allen University	1	*****	0		2	*****	0		1	*****	1	*****
Benedict College	20	2 (10%)	9	1 (11%)	6	2 (33%)	13	0 (0%)	2	0 (0%)	2	0 (0%)
Claflin College	6	1 (17%)	7	3 (43%)	2	*****	6	0 (0%)	3	0 (0%)	9	1 (11%)
Morris College	22	1 (5%)	1	0 (0%)	0		0		4	1 (25%)	6	1 (17%)
South Carolina State College	140	17 (12%)	58	16 (28%)	48	10 (21%)	26	7 (27%)	9	3 (33%)	33	13 (39%)
Voorhees College	4	*****	1	0 (0%)	1	*****	4	0 (0%)	0		9	0 (0%)
TOTAL	188*	21 (11%)	76	20 (26%)	54*	12 (22%)	49	7 (14%)	18*	4 (22%)	59*	15 (25%)
XXXX

TABLE 46

South Carolina Education Entrance Examination
Institution Summary
Historically Black and Predominantly White Institutions
Second-Time and Third-Time Examinees
October 20, 1984 - October 15, 1986

Type of Institution	October 20, 1984 Administration				March 2, 1985 Administration				October 19, 1985 Administration				February 22, 1986 Administration				June 28, 1986 Administration				October 25, 1986 Administration			
	Second-Time		Third-Time		Second-Time		Third-Time		Second-Time		Third-Time		Second-Time		Third-Time		Second-Time		Third-Time		Second-Time		Third-Time	
Historically Black Institutions	Total No. Examinees	No. Passed (%)	Total No. Examinees	No. Passed (%)	Total No. Examinees	No. Passed (%)	Total No. Examinees	No. Passed (%)	Total No. Examinees	No. Passed (%)	Total No. Examinees	No. Passed (%)	Total No. Examinees	No. Passed (%)	Total No. Examinees	No. Passed (%)	Total No. Examinees	No. Passed (%)	Total No. Examinees	No. Passed (%)	Total No. Examinees	No. Passed (%)	Total No. Examinees	No. Passed (%)
Allen University	0	0 (0%)	0	0 (0%)	0	0 (0%)	0	0 (0%)	1	*****	0	0 (0%)	1	*****	0	0 (0%)	0	0 (0%)	0	0 (0%)	1	*****	0	0 (0%)
Benedict College	3	0 (0%)	4	0 (0%)	4	0 (0%)	1	0 (0%)	7	0 (0%)	1	0 (0%)	6	0 (0%)	0	0 (0%)	2	0 (0%)	2	0 (0%)	4	1 (25%)	0	0 (0%)
Claflin College	2	0 (0%)	0	0 (0%)	1	0 (0%)	1	0 (0%)	0	0 (0%)	1	*****	3	0 (0%)	0	0 (0%)	3	1 (33%)	0	0 (0%)	6	2 (33%)	3	2 (67%)
Morris College	1	0 (0%)	0	0 (0%)	2	0 (0%)	0	0 (0%)	1	*****	0	0 (0%)	1	*****	3	2 (67%)	3	0 (0%)	0	0 (0%)	3	0 (0%)	2	0 (0%)
South Carolina State College	29	0 (0%)	4	0 (0%)	81	16 (20%)	20	1 (5%)	40	4 (10%)	26	0 (0%)	8	4 (50%)	6	0 (0%)	4	2 (50%)	1	0 (0%)	29	13 (45%)	9	3 (33%)
Voorhees College	2	0 (0%)	0	0 (0%)	1	0 (0%)	2	0 (0%)	0	0 (0%)	0	0 (0%)	6	0 (0%)	1	0 (0%)	0	0 (0%)	0	0 (0%)	4	2 (50%)	3	0 (0%)
TOTAL	37	0 (0%)	8	0 (0%)	89	16 (18%)	24	1 (4%)	47*	4 (9%)	28	0 (0%)	23*	4 (17%)	10	2 (20%)	0	0 (0%)	0	0 (0%)	46*	18 (39%)	25	5 (20%)
Predominantly White Institutions	11	0 (0%)	4	0 (0%)	129	74 (57%)	4	0 (0%)	195	106 (54%)	26	7 (27%)	228	131 (57%)	45	23 (51%)	122	57 (47%)	53	28 (50%)	154	83 (54%)	55	27 (49%)

*Number of examinees for which passing rates were provided.

*****To protect confidentiality of individual examinees' scores, test results were not reported for institutions at which five or fewer examinees completed the examinations. (As may be noted above, however, this rule is not followed consistently).

Source: South Carolina Education Entrance Examination Institution Summary. (October 20, 1984; March 2, 1985; October 19, 1985; February 22, 1986; June 28, 1986; October 25, 1986), South Carolina Department of Education. Compiled by author.

Tennessee

Since July 1985, the Tennessee State Board of Education has required candidates to make a passing score of 169 on the reading and math sections and 172 on the writing section of the PPST in order to be admitted to an approved teacher education program. Since 1984, candidates for certification have been required to take the three tests of the Core Battery and the Specialty Area tests of the NTE.

Since Tennessee does not report scores by ethnicity to the public, the racial impact of testing for admission and certification cannot be determined. However, a report on the number of students who self-reported that they took and passed the NTE Core Battery during the 1985-86 academic year indicates that the number of students being produced by historically black institutions is limited. See Table 47. Fisk University and LeMoyne-Owen College each had 1 student take and pass the examinations. Knoxville College had 2 students pass the examinations; Lane College, 4 students. Tennessee State University had 118 of 128 students pass the examinations (State of Tennessee summary report, 1987).

The design of the Tennessee reporting system makes it difficult to determine the precise impact of testing on the historically black institutions. Students who fail the NTE have little reason to self-report their scores to either their institutions or the Tennessee Department of Education. Nevertheless, some inferences can be made. That there was only a total of 8 students from the four private historically black institutions who reported taking the NTE probably indicates that enrollment in teacher education programs at these institutions has been severely curtailed. A majority of the

applicants were screened from entering teacher education by the PPST. It follows that the future of some of these low enrollment programs is threatened. Tennessee State University, however, would appear to have maintained sufficient enrollment to continue a viable teacher education program.

TABLE 47

State of Tennessee Summary Report
Student Performance On NTE Core Battery
Teacher Preparation Institutions
1985-86

Institutions	Number of Students**	Number Passed	Number Failed	Percent Passed
Austin Peay	91	87	4	96
Belmont	16	16	0	100
Bethel	5	5	0	100
Bryan	16	16	0	100
Carson-Newman	44	42	2	95
Christian Brothers	2	2	0	100
Cumberland	5	5	0	100
David Lipscomb	35	35	0	100
East Tennessee	139	138	1	99
*Fisk	1	1	0	100
Free Will Baptist	19	19	0	100
Freed Hardeman	33	30	3	91
Johnson	9	9	0	100
King	8	8	0	100
*Knoxville	2	2	0	100
Lambuth	27	26	1	96
*Lane	4	4	0	100
Lee	53	51	2	96
*LeMoyne Owen	1	1	0	100
Lincoln Memorial	36	35	1	97
Maryville	5	5	0	100
Memphis State	191	177	14	93
Middle Tennessee	192	173	19	90
Milligan	45	45	0	100
Rhodes	10	10	0	100
Southern Missionary	14	14	0	100
Tennessee Technological	306	288	18	94
Tennessee Temple	58	58	0	100
*Tennessee State	128	118	10	92
Tennessee Wesleyan	17	16	1	94
Trevecca	14	13	1	93
Tusculum	10	9	1	90
Union	63	60	3	95
University of Tennessee Chatt.	132	121	11	92
University of Tennessee Knox.	208	205	3	99
University of Tennessee Martin	121	120	1	99
University of the South	2	2	0	100
Vanderbilt	62	62	0	100
Totals	2124	2028	96	95

* Historically black institutions.

** Number of students reporting their scores to their institutions or to the state. "Students" reported are graduates or those completing programs but not seeking degrees.

Source: Tennessee Department of Education

Texas

Since March 1984, students seeking admission to teacher education programs at institutions of higher education in Texas have been required to pass the PPST. The PPST consists of subtests in reading, writing, and mathematics. Candidates were originally permitted only three attempts to pass; however, since January 12, 1985, no limit has been placed on the number of retakes. From March 1984 through June 1987, 36,434 or 73.5% of 49,600 candidates passed the PPST. Test results indicate that 32,086 or 80.6% of the 39,814 Anglo test-takers passed. Out of 2,342 black candidates who took the test, 758 or 32.4% passed; whereas 2,973 or 46.7% of 6,365 Hispanic candidates passed, and 617 or 57.2% of 1,079 other minority candidates passed (Teacher testing fact sheet, 1987). Cumulative data for the period from May 1984 through June 1987 are presented in Table 48. Although cumulative passing rates have risen since the first administration in March 1984, head-count statistics dramatically emphasize the severity of the impact testing is having on the minority teaching force in Texas. The data indicate that blacks constitute 2.1% and Hispanics constitute 8.2% of the candidates who have qualified to enter a teacher education program in Texas.

Data presented by the plaintiffs, consisting of 14 minority students and a coalition of Hispanic and black organizations, in a lawsuit filed in the U.S. district court for the Eastern District of Texas as LULAC, G.I. Forum and NAACP vs. State of Texas (1985) indicate that currently "Texas has approximately 29 percent Hispanic students and 12 percent Hispanic teachers, 15 percent black students and 11 percent black teachers, and 54 percent white students and 77

percent white teachers" (p. 12). Reducing the flow of Hispanic, black, and other minority candidates through testing to a projected 11.3% of the candidates annually admitted to teacher education programs in Texas has portentous implications. That only 2,973 Hispanic, 758 black, and 617 other minority candidates, making a total of 4,348, have passed the PPST between March 1984 and June 1987 would indicate that the available pool of minority teachers, if all passed the certification examination, would provide approximately one minority teacher annually for each of the 1,070 school districts in Texas.

The use of the PPST for admission has severely reduced enrollment in teacher education programs at the historically black and majority Hispanic institutions in Texas. Enrollment in historically black public and private institutions has been decimated. Table 49 presents data that indicate that only 40 of 162 students at the six private black colleges passed the PPST from June 1985 to June 1987. Only 81 of 246 students passed the PPST at Texas Southern University, and only 51 of 148 passed at Prairie View A&M University during the same two-year period. Prior to admission testing, the eight historically black institutions produced the majority of black teachers in Texas. Similarly, the five state institutions that prior to testing produced the largest numbers of Hispanic teachers have had their enrollments in teacher education severely reduced by the PPST.

An examination of the data from the standpoint of exclusion portrays an equally stark profile of impact of the PPST on minority candidates in Texas. Over the four-year period, 5,438

minority candidates (56%), including 3,392 Hispanics, 1,584 blacks, and 462 Asians, native Americans and other minorities were excluded.

Since February 1, 1986, persons completing an approved program, adding new teaching fields, or holding a valid out-of-state certificate have been required to pass the Examination for the Certification of Educators in Texas (ExCET) in order to qualify for a valid Texas teaching certificate. ExCET consists of sixty-three content and professional knowledge tests. As data in Table 48 indicate, the passing rates for minority candidates are disproportionately lower than the passing rates for white candidates. On four administrations from May 1986 through July 1987 white candidates passed 90.4% of the tests they took; whereas black candidates passed 49.7% and Hispanics passed 64.5% (Teacher testing fact sheet, 1987). Since the ExCET data are reported by number of tests taken and passed rather than by the number of candidates passing, the precise impact on the minority teaching force cannot be determined.

In addition to the reduction of available minority teachers through admission and certification testing, disproportionate numbers of veteran minority educators were rendered ineligible for employment as a result of failing the Texas Examination of Current Administrators and Teachers (TECAT) administered to 252,393 Texas educators from March 1986 through July 1986. Table 48 presents the passing rates by ethnic group. Compared to passing rates for blacks and Hispanics on the PPST at the undergraduate level, passing rates for veteran black and Hispanic educators were high. Black educators had passing rates of 90.5%; Hispanics, 97.3%; and whites, 99.6%. Nevertheless, the test

disproportionately eliminated minorities. Of the 3,780 educators who failed, 2,920 (77%) were minorities. Specifically, 1,824 or 9.5% of the black educators failed, and 755 or 2.7% of the Hispanic educators failed (Teacher testing fact sheet, 1987).

TABLE 48

Cumulative Results on the PPST, ExCET, and TECAT
Texas
October, 1987

Pre-Professional Skills Test (PPST)

Cumulative results May 1984 through June 1987 (11 administrations):

Total tested:	49,600
Number passing:	36,434 (73.5%)

	Tested	Passed
White	39,814	32,086 (80.6%)
Hispanic	6,365	2,973 (46.7%)
Black	2,342	758 (32.4%)
Other	1,079	617 (57.2%)

Examination for the Certification of Educators in Texas (ExCET)

Cumulative results May 1986 through June/July 1987 (4 administrations):

Total tests given:	62,529
Total tests passed:	52,646 (84.2%)

	Tests Taken	Tests Passed
White	48,904	44,234 (90.4%)
Hispanic	8,446	5,450 (64.5%)
Black	3,483	1,731 (49.7%)
Other	1,696	1,231 (72.6%)

Texas Examination for the Certification of Administrators and Teachers (TECAT)

Cumulative results March 1986 through June/July 1987 (7 administrations):

Total tested:	252,393
Total passing:	248,613 (98.5%)

	Tested	Passed
White	198,180	197,320 (99.6%)
Hispanic	28,379	27,624 (97.3%)
Black	19,284	17,460 (90.5%)
Other	6,550	6,209 (94.8%)

Source: Texas Education Agency.

TABLE 49

Cumulative Passing Rates on All Three Tests of PPST
Historically Black and Majority Hispanic Institutions in Texas
June 1985 - June 1987

Type Institution	Number Taking	Number Passing	Percent Passing
Historically Black Institutions			
Bishop College	8	1	16.7
Huston-Tillotson College	24	9	37.5
Jarvis Christian College	25	6	24.0
Paul Quinn College	23	4	17.4
*Prairie View A & M	148	51	34.5
Texas College	42	14	33.3
*Texas Southern University	246	81	32.9
Wiley College	40	6	15.0
Majority Hispanic Institutions			
*Pan American University-Brownsville	419	188	44.9
*Pan American University Edinburg	1,072	592	55.2
*Texas A & I	584	325	55.7
*Laredo State University	196	94	48.0
*University of Texas at El Paso	906	546	60.3

*Public universities.
Source: Texas Education Agency. Compiled by author.

Virginia

Candidates for initial certification are required by the State Board of Education to pass the NTE Core Battery and a Specialty Area examination. Although testing has been occurring since 1980, the requirement to pass the examinations has been in effect only since July 1986. In addition, since July 1985 all new teachers have received two-year, non-renewable, provisional certificates and must successfully be evaluated by a team of three educators in the Virginia Beginning Teacher Assistance Program.

During an 18-month study, portions of the NTE were administered to a total of 2,770 candidates for teacher certification that included 1,654 graduates of predominantly white institutions and 89 graduates of historically black institutions. Cutoff scores of 644 for the Communications Skills test, 634 for the General Knowledge test, and 633 for the Professional Knowledge test were used to establish passing rates. Findings of the study revealed a passing rate of 56% for candidates from black institutions compared to 97% for candidates from white institutions on the Communications Skills test; 69% compared to 99% on the General Knowledge test; and 83% compared to 99% on the Professional Knowledge test (Byrd & Keesler, 1984).

Analysis of the data in Table 50 from the validation study conducted by Cross (1984) indicates that only 49% of the candidates from black institutions passed all three examinations compared to 97% of the candidates from white institutions. Had the higher derived standard cutoff scores of 651 for the Communications Skills test, 641 for the General Knowledge test, and 641 for the Professional Knowledge

test been used, only 34% of the candidates from black institutions would have passed all three of the NTE examinations.

Of the 350 black students who submitted NTE Core Battery test scores since 1982, only 149 or 41% passed all three tests compared to a 93% passing rate for non-blacks (Cross, 1987). It would appear from data in Table 51 that 189 black students attended a predominantly white institution and that 171 black students attended a historically black institution. The performance of these two groups on the NTE Core Battery would not appear to differ greatly since all black test-takers had a failure rate of 58.6% and those who attended a historically black institution had a failure rate of 59.1%. The 149 blacks who passed represent 4.2% of the total pool of the 3,529 candidates who passed and, therefore, would have been qualified as entry-level, certified teachers. Demographic data in Table 52 on the percentages of newly hired teachers in Virginia, however, indicate a decline in representation of newly hired teachers from historically black institutions from a peak of 8.1% in 1981-1982 to 5.6% in 1985-86. All newly hired black teachers from both in and out-of-state institutions showed a similar decline from a peak of 14.9% of the total teaching force in 1981-82 to 10.5% in 1985-86 (Cross, 1987). These trends would appear to be related to the implementation of the NTE testing requirement in 1981-82 and the requirement that cutoff scores were to take effect in July 1986.

The Virginia Beginning Teacher Assistance program has been in effect since July 1985. Despite the fact the prospective black teachers fail the NTE twice as often as white teachers, 57% of new black teachers passed the classroom evaluation as compared to 55% of

the white teachers (Pressman and Gartner, 1986). That black teachers out-performed white teachers on beginning teacher classroom performance evaluations measuring applied knowledge raises questions about usefulness of pencil-paper tests to select qualified black teachers (Jones, 1986).

TABLE 50

Number and Percentage of Virginia Applicants Scoring Below the Derived[a] and Adjusted Standards on the NTE

Score Distribution	Sample Size	Test: Communication Skills		Test: General Knowledge		Test: Professional Knowledge		Fail at Least One		Fail One or Two		Fail All Three	
		n	(%)	n	(%)	n	(%)	n	(%)	n	(%)	n	(%)
Derived Standard[1]													
All Va. Applicants	2,770	274	9.9	131	4.7	103	3.7	316	11.4	257	9.3	59	2.1
White Va. Inst.	1,661	147	8.9	59	3.6	42	2.5	175	10.6	158	9.6	17	1.0
Black Va. Inst.	89	52	58.4	43	48.3	35	39.3	59	66.3	31	34.8	28	31.5
National (ETS)	20,263	5,268	26.0	3,444	17.0	2,634	13.0	--	--	--	--	--	--
Standard Minus 1SE[2]													
All Va. Applicants	2,770	163	5.9	79	2.9	59	2.1	186	6.7	151	5.5	35	1.3
White Va. Inst.	1,661	72	4.4	23	1.4	19	1.1	84	5.1	77	4.7	7	.4
Black Va. Inst.	89	44	49.4	36	40.4	27	30.3	50	56.2	30	33.7	20	22.5
National (ETS)	21,318	3,837	18.0	2,345	11.0	1,705	8.0	--	--	--	--	--	--
Standard Minus 2SE[3]													
All Va. Applicants	2,770	116	4.2	49	1.8	33	1.2	126	4.5	105	3.8	21	.8
White Va. Inst.	1,661	47	2.8	10	.6	8	.5	48	2.9	44	2.6	4	.2
Black Va. Inst.	89	39	43.8	28	31.5	15	16.9	45	50.6	33	37.1	12	13.5
National (ETS)	20,342	2,847	14.0	1,627	8.0	1,017	5.0	--	--	--	--	--	--

[a] Based upon all those who applied for certification in Virginia thru Feb. 1, 1984.
The ETS distributions are based upon examinees tested during the first year of Core Battery Test administrations.

1. Communication Skills = 651; General Knowledge = 641; Professional Knowledge = 641
2. Communication Skills = 647; General Knowledge = 637; Professional Knowledge = 637
3. Communication Skills = 644; General Knowledge = 634; Professional Knowledge = 633

Note: From Validation Study of the National Teacher Examinations for Certification of Entry-Level Teachers in the State of Virginia by L.H. Cross, March 30, 1984, 72.

TABLE 51

Crosstabulation of Demographic Characteristics and Performance on the NTE Core Battery Tests
Virginia

	Number Passing[a]	Number Failing[b]	Percentage Failing
Gender			
Male	682	140	17.0
Female	2847	337	10.6
Ethnicity			
Black	149	211	58.6
Non-Black	3380	266	7.3
Undergraduate College			
Out-of-State	999	152	13.2
Historically White	2329	204	8.1
Historically Black	70	101	59.1
Public	1962	222	10.2
Private	437	83	16.0
Employment Status			
Continuing	3074	441	12.6
Left	417	32	7.1
Returned	38	4	9.5
Endorsement Status			
Endorsed	2802	335	10.7
Unendorsed	638	132	17.1

[a] Refers to number passing all three Core Battery tests.
[b] Refers to number failing one or more Core Battery tests.

Note: From Summary Report: A Study of the Supply and Demand for Teachers in Virginia by L.H. Cross, February 26-27, 1987, p. 30.

TABLE 52

Demographic Composition of Total Teaching Force Across Years
(In percentages)
Virginia

	1979-1980	1980-1981	1981-1982	1982-1983	1983-1984	1984-1985	1985-1986
Female							
Newly Hired	79.0	78.1	76.9	77.1	79.5	80.2	81.1
Returning	74.2	74.8	75.1	75.3	75.4	75.9	76.3
Black							
Newly Hired	12.8	13.7	14.9	13.4	11.6	11.4	10.5
Returning	18.6	18.5	19.4	19.4	19.4	19.2	18.9
Out-of-State Institutions							
Newly Hired	44.4	46.2	45.9	47.3	43.7	46.4	44.1
Returning	42.3	42.4	42.6	42.6	42.7	42.5	42.7
Virginia Public Institutions							
Newly Hired	44.6	42.3	43.1	43.4	44.5	42.5	45.1
Returning	43.7	43.8	43.7	43.9	43.9	44.1	44.1
Historically Black Institutions							
Newly Hired	7.9	7.7	8.1	6.1	6.3	6.0	5.6
Returning	11.9	11.8	11.8	11.8	11.7	11.5	11.3

Note: From Summary Report: A Study of the Supply and Demand for Teachers in Virginia by L.H. Cross, February 26-27, 1987, p. 25.

Washington

Since 1978, potential candidates for teacher education programs in the State of Washington have been required to demonstrate basic oral and written communication and computation skills. In January 1985 the Washington State Board of Education enacted a rule which established a minimum cutoff score on the Washington Pre-College Test (WPCT) for students seeking admission to teacher education programs. At the same time, the Superintendent of Public Instruction was asked by the State Board of Education to maintain records of data provided by institutions for a period of three years in order to assess the impact of the WPCT on student enrollment and, more specifically, minority enrollment. (Summary of college/university annual reports, 1985-86). Data on the numbers and percentages of minority students denied admission to teacher education programs are not available. Available data on the numbers and percentages of racial groups completing certification programs during the three-year period from 1983 to 1986, presented in Table 53, reveal that minorities comprised only 2.6% or 163 of the 6,140 students completing certification programs. Thirty-one native American (.5%), 60 Asian (1.0%), 44 black (.7%), and 28 Hispanic (.4%) students successfully completed certification programs.

TABLE 53

Number and Percentages of Racial Groups
Completing Certification Programs During
the Three-Year Period 1983-86
Washington

Racial-Ethnic Group	Number	Percentage
Native American	31	.5
Asian	60	1.0
Black	44	.7
Hispanic	28	.4
Other	5,977	97.3
Total	6,140	100

Source: Summary of College/University Annual Reports on Professional Education, 1985-86, Office of the Superintendent of Public Instruction, State of Washington.

The Impact of Competency Testing on the Minority Teaching Force: Summary and Discussion

Impact of Competency Testing on Minorities

Limitations of the data--the absence of systematically collected, longitudinal data by racial groups and the absence of retake data in several states--made a comprehensive assessment of the impact of testing on the minority teacher supply difficult. Consequently, estimates of the numbers of minority candidates who have been excluded from the teaching force were based primarily upon data for first-time examinees except for those states that provided cumulative passing-rate data. Whether or not multiple opportunities to take admission and certification tests significantly increases the number of minority teachers remains largely an unanswered question. The effect of the opportunity to retake examinations appears to depend upon the state testing program. For example, retake data on some admission and certification tests were provided for Georgia, Florida, South Carolina, and Texas. In Georgia, the first-time passing rate on the TCT for black examinees from 1978 to 1985 is 35%; the eventual passing rate is 58%. The number of passing black examinees increased from approximately 1,838 to 3,045 through retaking the Georgia TCT. At the other extreme, the first-time passing rate for black candidates in Florida on the FTCE from November 1980 through October 1986 is 35%; the cumulative passing rate is 36%. In fact, for the six-year period only six more black candidates passed re-take examinations than passed the examination on the first attempt. Thus, as a result of retaking the FTCE, the number of passing black examinees in Florida increased

from 1,067 to only 1,073. In South Carolina the number of students at historically black institutions who passed the SCEEE, as a result of retaking the examination, increased from 71 to 126 from October 20, 1984 through October 25, 1986. Similarly, in Texas, the first-time passing rate for black examinees on the PPST from May 1, 1984 through June 1987 is 22%; the cumulative passing rate is 33%. Thus, the number of passing black examinees increased from 515 to 758 for the three-year period. Consequently, the estimated number of minority candidates found in this study to have been excluded from the teaching profession on first-time examinations could be slightly inflated. However, when one considers the large number of test administrations for which data were not available in several of the states, the numbers of excluded minority candidates are more likely to have been considerably underestimated.

Despite inadequate reporting systems and the lack of consistent, comprehensive data from state to state, there is clear evidence that disproportionate numbers of minority candidates are being screened from the teaching profession. This exclusionary trend is evident regardless of the state and regardless of the type of examination--admission or exit; standardized or customized; basic skills, general knowledge, subject area, or professional knowledge. In no state was a trend to the contrary found. Almost without exception state-determined cutoff scores on pencil and paper tests have been set at a level that eliminates a majority of the minority candidates either from teacher education programs or from certification upon graduation, but permits a majority of the white

candidates to pass. The nation is moving rapidly toward an overwhelmingly white teaching force.

Disparate impact on minorities is evident regardless of whether the impact is assessed by analyzing passing rates for minority groups or by examining the numbers of minority candidates who pass or fail examinations. For the most part, data on the nineteen states presented in Table 2 indicate that white students have "typical" first-time passing rates on admission and certification tests ranging from 71% to 96%, compared to first-time passing rates from 15% to 50% for black candidates, 39% to 65% for Hispanic candidates, 37% to 77% for Asian-Americans, and 20% to 70% for native Americans. Higher passing rates than these typical passing rates in Table 2 are usually the result of either a very small ethnic group sample or a data collecting and reporting system that does not reflect true impact. For example, the high passing rates of 96% for white candidates and 94% for black candidates in Tennessee is based on passing rates for institutions rather than racial groups and on self-reported scores. Most candidates who failed the NTE in Tennessee are not likely to have reported scores and, therefore, do not appear in a record of excluded applicants. Apart from passing rates in Tennessee, New Jersey, and New Mexico where the available data do not permit an accurate assessment of impact, passing rates for black candidates are below 50% in sixteen other states. In four states--Virginia, New York, Alabama, and Oklahoma--passing rates for black test-takers range from 41% to 47%. In nine states--Arizona, Arkansas, Connecticut, Florida, Georgia, North Carolina, Mississippi, Oregon, and Texas--passing rates for black candidates or candidates

from HBIs range from 30% to 37%. In California the passing rate for blacks is 26%. In Louisiana and South Carolina the passing rates for blacks are below 20%.

The negative impact of competency tests on the racial composition of the national teaching force is probably greater than passing rates in Table 2 indicate. Where available, the actual number of minority candidates passing tests and becoming certified indicates a crisis. For example, since the inception of competency testing in Louisiana, state institutions have produced approximately 55 certified black teachers per year. In 1981, Florida certified approximately 200 black teachers out of an overall total of 5,500 certified teachers, a black representation of 3.6%. The director of the Florida Office of Teacher Education has indicated that during five years of competency testing in Florida blacks have represented 4.4% and Hispanics 2.8% of all the teachers certified (Rodman, 1985). The most recent data indicate that during the six-year period from 1981 to 1986 an average of only 178 Florida black teachers a year have been certified. In Texas from May 1984 through June 1987 an average of only 252 prospective black teachers per year out of an overall average of 12,145 prospective teachers passed the PPST and will take the certification examination when they complete teacher education programs. Passing rates on the certification examination from May 1986 through June/July 1987 indicate that the annual 252 black candidates in teacher education programs could be reduced by as much as half by low scores on ExCET. As Table 54 indicates, the situation does not differ significantly in most states where data are available. Estimated black representation among teachers being certified in Alabama is 5%; Arizona, 1.3%;

Arkansas, 4.7%; California, 2.4%; Connecticut, 1.2%; Georgia, 10.4%; Louisiana, 4.3%; Mississippi, 7.0%; New York, 2.8%; North Carolina, 9.3%; Oklahoma, 1.7%; South Carolina, 3.0%; Texas, 2.1%; Virginia 4.4%; and Washington, 0.7%. Estimated Hispanic representation among teachers being certified in Arizona is 4.7%; California, 3.9%; Connecticut, 0.9%; Florida, 2.6%; New York, 1.7%; Oklahoma, 0.06%, and Texas, 8.2%. Estimated native American representation in Arizona is 2%; Oklahoma, 2.8%; California, 1%; and New York, 0.5%.

The estimated number of minority candidates who have been excluded from entering the teaching profession is also startling. The head-count data available from reports used to construct Tables 2 and 54 constitute the best data available at this time and document the exclusion of 37,717 minority candidates, including 21,515 blacks, 10,142 Hispanics, 1,626 Asians, 716 native Americans, and 3,718 other minorities. If retake data were available, the number of excluded minority candidates would be slightly lower; however, if data for all test administrations in the nineteen states were available, the number of excluded minority candidates would be much higher. In California, from 1983-84 through 1985-86, 4,276 Mexican American, Puerto Rican, and other Hispanic or Latin American candidates were excluded from certification because of low scores on the CBEST. In Texas from March 1984 through June/July 1987, 3,392 Hispanic candidates were excluded from teacher education programs because of low scores on the PPST. During approximately three years of testing in California and Texas, approximately 7,668 Hispanics were excluded from teaching in these two states. In most states, the impact of competency testing on minority candidates is tragic.

The numbers taking competency examinations indicate that teaching remains a strong career choice among minorities. In states where an examination score determines entry into teacher education programs, it appears that minority students who are prevented by their test scores from entering teacher education programs are being driven into other college and university career preparation programs such as liberal arts, science, business, computer science, allied health, etc., where testing is no obstacle. In states that require only certification examinations, additional minority candidates who have completed teacher education programs are prevented from entering the teacher work force. In states that require both admission and certification examinations, testing constitutes double jeopardy for minority candidates. Clearly, competency testing is one of the major reasons for the minority teacher shortage.

Impact of Competency Testing on Historically Black Institutions: Findings and Discussion

The impact of state-mandated testing programs on historically black institutions (HBIs) has been devastating. These institutions have historically been open-admission institutions that had as their missions the promise of access and opportunity to all who aspired to upward mobility through higher education. Because these institutions often enrolled a sizable number of academically underprepared and socioeconomically disadvantaged students, they have often been misunderstood and misjudged by outsiders as less academically rigorous than other institutions. Few outsiders have understood that most of these open-admission institutions provided extensive developmental

programs and placed their standards of quality more on exit than entrance requirements. The promise of access, however, has never been paralleled by a promise of graduation. The graduation rate for those who have entered these institutions has historically ranged between 50% and 60%. The myth that HBIs and their graduates are somehow not up to par is largely unfounded and has masked the worth of these institutions as a valuable national resource for the production, not only of black teachers, but also other black professionals. Historically, the largest percentage of black teachers has been prepared in HBIs (Jones, 1980), and as recently as 1980-81 the predominantly black institutions produced more than 48% of the education baccalaureates despite the fact that these institutions enrolled only 28% of all black undergraduates (Trent, 1984). However, recognizing the growing use of standardized tests as one of several contributing factors, the American Association of Colleges for Teacher Education (AACTE, 1983) has indicated that between 1978 and 1983 the number of new teachers produced by 45 historically black AACTE member institutions declined 47%.

Impact on Private HBIs

The most severely affected HBIs would appear to be the private liberal arts colleges and universities which had small but viable programs prior to state-mandated testing. Where longitudinal data are available to document the impact of competency testing on institutions in the various states, the general trends at private liberal arts HBIs are declining enrollments in teacher education programs and fewer graduates taking and passing certification tests, despite evidence that several institutions have increased their overall passing rates. Data provided in Table 4 on passing rates at Alabama institutions

during the March 1982 test administration indicate that at Miles College 2 of 4 tests were passed, at Stillman College 1 of 2 tests was passed and at Tuskegee Institute 9 of 24 tests were passed. Results of the December 1982 test administration indicate that the institutions with the lowest passing rates in Alabama were five HBIs, four of which were private liberal arts institutions with passing rates ranging from 0% to 42% (Table 5). In Arkansas, Philander Smith College had only 3 of 17 graduates who took the NTE in October 1986 to pass and report their scores to the Arkansas Department of Education to obtain an initial certificate (Table 9). In Georgia from 1978 to 1983, Atlanta University had 33 of 99 students eventually pass the TCT; Clark College, 43 of 129; Morehouse, 7 of 15; Morris Brown College, 60 of 261; Paine College, 48 of 116; Spelman 71 of 106. Passing rates at the private liberal arts HBIs in Georgia ranged from 33% to 67% (Table 25). The statistical profile of teacher education students at black liberal arts institutions in Louisiana from May 1983 through August 1986, with data missing for some test administrations, dramatically portrays the impact of testing in Louisiana. At Dillard University only 8 of 33 graduates took the NTE; 6 passed and were certified. For the time period between May 1983 and August 1986, excluding the 1984-1985 academic year, Xavier University had 39 of 43 graduates take the NTE; 13 passed and were certified (Table 30). More recent data, however, indicate that 27 of 30 graduates from Xavier University for 1985, 1986, and 1987 passed all sections of the NTE prior to graduation (Garibaldi, 1987). In North Carolina for October 1984 and August 1985, 4 of 11 students at Shaw University, 3 of 14 students at St. Augustine's College, 1 of 12 students at Johnson C. Smith University, 2 of 9 students at Bennett College, 5 of 20 students

at Livingstone College, and 2 of 10 students at Barber-Scotia College passed the NTE Professional Skills Test (Table 40). In South Carolina from October 1984 through October 1986 only 23 of 130 first-time and second and third-time test-takers passed the teacher education admission test from Allen University, Benedict College, Claflin College, Morris College, and Voorhees College. After the first test administration, more often than not, each of these separate private black institutions had fewer than 6 students sit for the test (Table 45 and 46). During 1985-86 Fisk, and LeMoyne-Owen each had only one student, Knoxville College only two, and Lane College only four students pass the NTE Core Battery in Tennessee (Table 46). Finally, severe impact of testing on the enrollment at private HBIs is evident in Texas where from June 1985 to June 1987 only 40 of 162 students from all six private HBIs passed the PPST (Table 49).

Impact on Public HBIs

The impact of state-mandated testing programs on public HBIs has been severe although somewhat less devastating than on the private HBIs. Even though enrollments have been drastically reduced at public HBIs, their enrollments prior to testing were large enough that current enrollments at most institutions are sufficiently large enough to maintain viable teacher education programs. On the other hand, the general trends at public HBIs are similar to those at private HBIs. Since the inception of competency testing, enrollments in teacher education programs at most public HBIs have declined and fewer candidates have been taking and passing admission and certification tests despite evidence that several institutions have increased their

overall passing rates. Data in Table 4 indicate that during the March 1982 test administration of basic studies and subject area tests at Alabama A & M University, 29 of 50 tests were passed for a passing rate of 58%, and at Alabama State University 8 of 27 tests were passed for a passing rate of 30%. On the December 1982 test administration 28% of 222 tests were passed at Alabama State University (Table 5). At the University of Arkansas at Pine Bluff 28 of 66 candidates passed the NTE in 1983. In 1984, 50 of 68 candidates passed; and in 1985, the passing rate rose to 78% (Antonelli, 1984; McCord, 1985). In October 1986, 56 students graduated from teacher education programs at the University of Arkansas at Pine Bluff, but only 33 of 39 test-takers reported to the state department that they passed and, therefore, qualified for an initial teaching certificate (Table 9). Admission requirements resulted in only 38 students entering teacher education at Florida A & M University in 1985-86 (Table 20). In Georgia from 1978 to 1983, Albany State University had 207 (56%) of 370 students eventually pass the certification test, an average of 35 students per year. For the same time period from 1978 to 1983, Fort Valley State had 210 (53%) of 397 students and Savannah State had 69 (44%) of 156 students eventually pass the certification test (Table 25).

Similar patterns are found among the other public HBIs located in the deep southern states and the Southwest. Between March 1983 and August 1986, Grambling State University had 92 of 131 graduates in education take the NTE, but only 78 passed and obtained certification. For the test administrations for which data are available, Southern University had 28 of 129 graduates in education take the NTE, but only

20 passed and obtained certification (Table 30). In 1982 in Mississippi, Alcorn State University posted a passing rate on the NTE of 70%; Jackson State University, 60%; and Mississippi Valley State University, 54% (Table 33). In North Carolina from October 1984 through August 1985, 40 of 75 students at North Carolina Central University, 44 of 74 students at Fayetteville State University, 32 of 66 students at Winston-Salem State University, 18 of 48 students at North Carolina A & T University, and 41 of 102 at Elizabeth City State University passed the NTE Professional Skills Test (Table 40). Despite limited success initially, Langston University in Oklahoma has increased the number of tests passed by its graduates. In 1982, 3 of 16 tests were passed. In February 1983, 4 of 6 tests were passed. In December 1983, 12 of 47; and in February 1984, 24 of 28 tests were passed (Results by institution, 1982, 1983, 1984). The statistical profile of South Carolina State College from October 1984 to October 1986 shows a fairly consistent decline in the number of students attempting and passing the entrance examination for teacher education. In October 1984, 17 of 140 first-time examinees passed; in March 1985, 16 of 58 first-time examinees passed; in October of 1985, 10 of 48 first-time examinees passed; in February 1986, 7 of 26 passed; in June 1986, 3 of 9 passed and in October 1986, 13 of 33 passed (Table 45). After second and third attempts, 109 of 314, or 35%, of the South Carolina State College examinees eventually passed the SCEEE (Table 46). In 1985-86, Tennessee State University had 118 of 128 students who reported passing the NTE Core Battery to the state department of education (Table 47). As with private liberal arts HBIs, the public HBIs in Texas have been seriously affected by the PPST admission test.

During the two-year period between June 1985 and June 1987, only 51 of 148 students at Prairie View A & M University and only 81 of 246 students at Texas Southern University passed the PPST (Table 49).

The forecast for most public HBIs, as for private HBIs, is bleak. With state-mandated testing programs driving down enrollments, the fate of teacher education programs at many public HBIs hangs in the balance between formula funding based upon declining student credit hour production and official recognition at the state level that special financial support will be necessary to save many of the teacher education programs. Without special resource allocations and socially sensitive approaches originating at the state level, teacher education programs at most public HBIs must face the difficult dilemma of achieving excellence with shrinking enrollments and budgets. Ironically, these institutions are expected to do more with less. Without intervention, many will not survive.

State Policies Having Severe Impact

This study revealed that some HBIs have been, and others soon will be, forced to dismantle their teacher education programs, a trend that is cause for serious concern. Two state policies in several states are the major causes of this trend--(1) the requirement of minimum cutoff scores on undergraduate admission and certification tests, and (2) the requirement that a specified percentage of an institution's graduates pass certification tests in order to maintain state program approval or accreditation. The main effect of the first of these policies in states that have been testing four or more years is that enrollment in teacher education programs at most HBIs has

simply been reduced below the number for which maintaining a department, school or college of education is economically justifiable.

The second policy, tying state program approval to student test scores, could be interpreted as the proverbial "one more nail in the coffin." This policy has been enacted in Florida and Alabama and will become effective in Arkansas in 1987. In order to keep state accreditation, graduates from approved programs in Florida and Arkansas must post an 80% passing rate and in Alabama, a 60% passing rate. Unfortunately, data are not available to assess the precise impact of this policy. Nevertheless, a review of current passing rates at HBIs suggests that few, if any, could meet the current passing rate standards in their respective states. Furthermore, this policy clearly undermines the efforts of those HBIs that have made progress in raising the passing rates of their students through increased resources for developmental basic skills programs and curriculum revision, but have not yet been able to meet the state passing-rate standard.

Findings of this study also indicate that these two policies are having negative, reverberating consequences that are affecting minority enrollment in all institutions of higher education and, therefore, are reaching far beyond just the immediate, specific impact on HBIs. As teacher education programs are being eliminated at HBIs, other institutions that have exhibited little social conscience heretofore, many of which have been under considerable pressure for well over a decade to desegregate, are not rushing forward to recruit high-risk minority students whose scores may either jeopardize

accreditation or prove embarrassing in the media. There is little evidence that the reduced enrollment in teacher education programs at HBIs is paralleled by increasing black student enrollment in teacher education at predominantly white institutions. In fact, minority enrollment appears to have declined in all institutions.

Tying program accreditation to student test performance constitutes "bad practice" for several reasons. First, nowhere in the review of literature was there found evidence that any of the current admission and certification examinations were validated for the purpose of evaluating the quality of programs or institutions. Second, more often than not, this state policy appears to have been imposed on institutions by state legislatures or boards of education after it was discovered that HBIs consistently posted lower passing rates than did white institutions. Another dimension of the origin of this policy appears to be the misinterpretation of passing-rate data by legislators and other state officials and the faulty conclusion that "low test scores at an institution obviously can only mean that the teacher preparation programs are of poor quality." Extenuating circumstances concerning entry level skills of the student population and the racial/ethnic and socioeconomic characteristics of the student populations at individual institutions were not considered. Nor were value-added approaches to evaluation considered.

Third, tying program accreditation at HBIs to student test scores is bad practice from the standpoint of simple fairness. No index of the degree to which institutions have achieved parity, a student body population with a racial/ethnic representation equal to that of the state, is accounted for in any of the evaluation models based on

TABLE 54 (continued)

State	Impact: Narrative Statement	Number of Minorities Eliminated by Tests				Projected % Representation in Teaching Force With Testing					Estimated % Representation in Teaching Force Without Testing				
		Black	Hispan.	Asian	Nat. Amer.	Black	Hispan.	Asian	Nat. Amer.	Total[1]	Black	Hispan.	Asian	Nat. Amer.	Total[2]
Georgia	From 1978 through 1985, the first-time failure rate was 66% for blacks. Approximately 2,205 black candidates have been eliminated from the teacher pool. With testing, blacks represent about 10.4% of the certified teaching force; without testing, they would have represented approximately 15.8%. *The failure rate of veteran educators on the TCT for certification renewal has been 15%. Approximately, 790 veteran black educators have not scored high enough for certificate renewal as of August 1987. Only 244 black educators have been rendered ineligible for employment for the 1987-88 school year. From 1978 to 1983 students from the nine HBIs in Georgia had a first-time failure rate of 72% and an eventual failure rate of 55%, compared to a 65% first-time and a 42% eventual failure rate for all black candidates. Approximately 901 of the 2,229 black candidates who did not qualify for a teaching certificate from 1978 to 1983 attended HBIs.	2,205 244*	NA	NA	NA	10.4	NA	NA	NA	10.4	15.8	NA	NA	NA	15.8

admission or certification test scores. The literature did reveal a study in Florida, for example, that clarifies the fallacy of using institutional passing rates as a measure of program quality. In discussing institutional passing rates on the CLAST examination at Florida institutions, Cummings (1987) provides the following analysis:

> Passing rates of ALL students is frequently used as an indicator of institutional merit and basis for comparison between and among schools. It should be noted, however, that neither passing rates nor mean aggregate scores for ALL students, by itself, provides a meaningful measure of a college's success with regard to blacks and Hispanics. Both are poor measures for two reasons: first, because WHITES sit for the CLAST in far greater numbers and their relatively high performance swamps that of other groups; and second because whereas WHITES' performance is uniformly high, both passing rates and mean aggregate scores of BLACKS and HISPANICS are significantly lower and more variable. Furthermore, on average, overall passing rates increase exponentially with the percentage of examinees from a given school, the higher its passing rate, and the effect greatly increases as the percentage WHITE approached 100. The relationship between overall passing rate and the square root of the percentage of WHITE examinees is linear. Regression indicates that fully 65 percent of the variance in passing rates can be attributed to nothing more than the percent of examinees which were WHITE (p.31).

The fallacy in using test scores to evaluate the quality of teacher education programs at HBIs with majority black student populations is further highlighted by the fact that predominantly white institutions with high passing rates seem not to be any more successful with their black student populations than are black institutions. For example, the failure rate for all black test-takers in Virginia is 58.6% and for graduates from HBIs in Virginia historically black institutions, 59.1% (Cross, 1987). In Louisiana, Kauchak (1984) found that graduates at HBIs had a passing rate of 15% compared to 28% for blacks at predominantly white institutions. White institutions in Louisiana, however, lose their credibility as

producers of black teachers when it becomes known that the 28% passing rate is based on "only 39 blacks from predominantly white institutions sitting for the first two administrations of the test in 1982, down from 79% in 1979, 55 in 1980 and 53 in 1981" (p. 627). The mean number of blacks with the 28% passing rate at the 11 public white institutions hardly constitutes evidence that the quality of the teacher education programs at white institutions is superior to that of teacher education programs at HBIs as some state officials and writers have suggested.

The ultimate proof to discount the myth of poor quality teacher education programs at HBIs, of course, would be a research study with an experimental design that required black and white institutions to switch student populations. Such a study is unlikely to find volunteer white institutions, particularly in states where the state departments determine program accreditation according to passing rates on tests. In short, given the measure of unfairness in state policies that tie accreditation to test scores, state departments of education in Alabama, Arkansas, Florida and other states considering such a policy would be well advised to return to models of program evaluation that use the broader, more comprehensive standards including faculty credentials, program design, student services, financial support, and library and physical facilities as criteria for determining quality.

Impact of the Presence or Absence of State Policies to Increase Minority Teachers

No definitive conclusions regarding the presence or absence of state policies to increase the number of minority teachers can be drawn from the data collected for this study. Identification of

state-initiated rescue efforts was outside the official scope of this study. However, the review of the many state and national reports, newspaper articles, and scholarly journal articles conducted during the course of background work for this study provided some impressions that are not founded on empirical data but merit mention as possible trends.

On the one hand, some states have initiated efforts to ameliorate the effects of testing or to increase the numbers of minority teachers. For example, some states have initiated scholarship and loan programs with pay-back forgiveness provisions to recruit minority students into teaching. In New Mexico there is a provision to provide a non-timed alternative route to the PPST for students for whom English is a second language (Sandefur, 1986a). Florida has the 10% exception policy that permits a college of education to admit 10% of its candidates with ACT and SAT scores below the minimum. The Florida State Board of Education has an Advisory Committee on the Education of Blacks in Florida (Carter, 1987). The Florida Education Standards Commission has recommended to the State Board of Education (1) that teacher education programs must provide evidence of implementing a procedure for recruitment of minorities as a standard for program approval and (2) that special pilot programs to recruit minority students into teacher education should be exempt from the state-mandated SAT/ACT admission requirements and the requirement that 80% of the graduates must pass the FTCE in order to maintain program approval (Recommendations for the preparation, 1987). The Florida legislature has provided a special appropriation to Bethune Cookman College, a private HBI, to strengthen the teacher education curriculum

and improve passing rates on the FTCE. Similarly, the Virginia Department of Education has provided a grant to Norfolk State University to improve NTE Scores. The Missouri State Board of Education permits students who do not meet the minimum entry level score of 18 on the ACT or 800 on the SAT to demonstrate entry-level competency in appropriate college courses and on alternative tests administered by the institutions. The Ohio Board of Education certification standards include provisions that require colleges and universities to prepare a formal plan for assessment that is free of cultural bias and that will diagnose student strengths and needs which must be addressed throughout the teacher education program (Sandefur, 1986a). Other states may have similar provisions and policies.

On the other hand, there appears to be a noticeable absence in other states of policies designed to minimize the impact of testing or to increase the numbers of minority teachers. The absence of policy may be having as much negative impact as are the testing and accreditation policies previously discussed. The consoling explanation for this absence of policy is that state legislatures and departments of education are not yet aware that a crisis exists. Certainly, the absence of a policy to collect data by racial and ethnic identity does in itself account for the fact that some states may not yet be aware of the impact of their testing policies. Additionally, few state departments of education or legislatures have actually conducted or commissioned impact studies. By the same token, with the exception of those states that have been forced by litigation or enforcement of consent decrees, few state departments of education or legislatures have advocated or implemented policies that include

alternatives to the use of pencil-paper tests to identify, select, and certify effective teachers. At the current time, no state has voluntarily rescinded its original testing law. More often than not, amendments to original testing laws or subsequent policy changes such as raising cutoff scores have been harmful rather than helpful to increasing the number of minority teachers. Finally, few state departments have established special task forces with real power or even minority advisory panels whose charge is to investigate the minority teacher shortage and to recommend solutions. The absence of socially sensitive policies speaks a message of its own to minority communities. The unspoken message may, in fact, create a discouragement factor for talented minority youth who would have selected teaching in a more supportive environment.

Pointing out the absence of socially sensitive policies is not meant to be critical nor meant to be generalized as characteristic of all state departments of education. On the contrary, an emerging trend of new policies designed to soften the impact of testing on minorities suggests that some states have begun to reassess previously established testing policies. The inconclusive nature of this trendline suggests the need for a separate study that documents policy changes that may hold promise for increasing the number of qualified minority teachers.

Although enrollments in teacher education at HBIs have been cut in half since the inception of competency testing, data in Table 55 show that in 1985-86, the 40 AACTE HBIs produced a total of 2,572 baccalaureate degree recipients and recipients of post-baccalaureate coursework who were eligible to apply for initial certification.

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(AACTE HBI education major report, 1986-86). Unfortunately, information is not available on the number of these candidates who qualified on state certification tests to become teachers. Nevertheless, these institutions, in addition to approximately 65 other HBIs that are not members of AACTE, continue to be an important source of black teachers.

TABLE 54

Impact of Teacher Competency Testing
in Twenty States

State	Impact: Narrative Statement	Number of Minorities Eliminated by Tests				Projected % Representation in Teaching Force With Testing					Estimated % Representation in Teaching Force Without Testing				
		Black	Hispan.	Asian	Nat. Amer.	Black	Hispan.	Asian	Nat. Amer.	Total[1]	Black	Hispan.	Asian	Nat. Amer.	Total[2]
Alabama	The failure rate for blacks has been 57% and for whites, 14%. Teacher education programs at HBIs are threatened by the rule that 60% of an institution's graduates must pass to maintain state approval. Passing rates of HBIs range from 0% to 58%. Over 2,000 black students may have been eliminated from 1981 to 1986.	2,000	NA	NA	NA	5.0	NA	NA	NA	5.0	8.0	NA	NA	NA	8.0
Arizona	Failure rates have been 69% for blacks, 60% for Hispanics, 63% for Asians, and 80% for native Americans. From January 1982 to July 1984, 782 minority candidates have failed the ATPE. Without testing, minorities would have represented 18.5% of the certified teachers. With testing, minorities represent 9.6% of the teachers being certified.	136	299	23	324	1.3	4.7	0.4	2.0	8.5	3.0	7.8	0.6	6.4	17.8

TABLE 54 (continued)

State	Impact: Narrative Statement	Number of Minorities Eliminated by Tests				Projected % Representation in Teaching Force With Testing					Estimated % Representation in Teaching Force Without Testing				
		Black	Hispan.	Asian	Nat. Amer.	Black	Hispan.	Asian	Nat. Amer.	Total[1]	Black	Hispan.	Asian	Nat. Amer.	Total[2]
Arkansas	Failure rates for blacks are estimated to have been 67% and for whites, 12%. The passing rates for HBIs have ranged from 33% to 78%. The 1987 rule that 80% of a program's graduates must pass the NTE subject area examinations place the HBIs in jeopardy. No true number of eliminated black students can be computed from the available data, but data suggest that at least 100 black students per year have failed or not taken the NTE. Consequently, it can be estimated that approximately 400 black students have been eliminated since 1983. *The Arkansas DOE did not report failure rates of veteran teachers by race; however an estimated 1,500 black teachers may have been rendered ineligible for recertification. Available data, however, does document the failure of approximately 600 veterans teachers who attended HBIs.	400 1500*	NA	NA	NA	4.7	NA	NA	NA	4.7	11.7	NA	NA	NA	11.7

TABLE 54 (continued)

State	Impact: Narrative Statement	Number of Minorities Eliminated by Tests				Projected % Representation in Teaching Force With Testing					Estimated % Representation in Teaching Force Without Testing				
		Black	Hispan.	Asian	Nat. Amer.	Black	Hispan.	Asian	Nat. Amer.	Total[1]	Black	Hispan.	Asian	Nat. Amer.	Total[2]
California	The failure rate has been 74% for Asians, and 33% for Native Americans. From December, 1982 to July, 1983, 4,283 minorities have represented 11.3 of the candidate pool qualifying for certification. Without testing, minorities would have represented 18.7%. *California data from December 1982 to July 1983 indicate 117 native American candidates failed the CBEST. Summary data reporting test results from 1983-84 to 1985-86 include native American candidates among the 2,276 "other minorities who failed the CBEST.	4,184	4,276	1,467	117*	2.4	3.9	2.3	1.0	11.0	5.3	6.5	2.9	N/A	18.6
		(2,159 other minorities)*							(2.6)					(3.9)	
Connecticut	The failure rate for black students has been 70% and for all minorities 67% on CONNCEPT.	40	33	7	2	1.2	0.9	0.3	0.3	2.8	2.0	1.7	0.4	0.3	4.5
Florida	The first-time failure rate has been 63% for blacks, 47% for Hispanics, 45% for Asians, 30% for native Americans, and 36% for other minorities. The retake failure rate for all candidates has been 98%. An actual 2,809 black candidates and 974 Hispanic candidates have failed. With testing all minorities are expected to represent about 7.7% of the teaching force; without testing minorities would have represented about 14.4% of the teaching force.	2,809	974	64	29	4.1	2.6	0.1	0.2	7.7	8.9	4.1	0.3	0.2	14.4
		(175 other minorities)													

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TABLE 54 (continued)

State	Impact: Narrative Statement	Number of Minorities Eliminated by Tests				Projected % Representation in Teaching Force With Testing					Estimated % Representation in Teaching Force Without Testing				
		Black	Hispan.	Asian	Nat. Amer.	Black	Hispan.	Asian	Nat. Amer.	Total[1]	Black	Hispan.	Asian	Nat. Amer.	Total[2]
Louisiana	From 1978 to 1982, blacks failed at a rate of 85%. Approximately, 1,183 were rendered ineligible for a teaching certificate. *Estimated number of black candidates eliminated. From 1978-79 through 1984-85 11,687 candidates took the NTE in Louisiana. If the percentage of black test takers remained 21%, as was the case for the period from 1978-1982 when racial data was collected, it can be estimated that approximately 2,454 black candidates took the examination from 1978-79 to 1984-85. Applying the 85% black failure rate for the 1978-82 period to the estimated 2,454 black test takers from 1978-79 to 1984-85 would indicate that an estimated 2,085 black candidates may have been eliminated by testing. About 35% of the graduates from HBIs took and passed the NTE. With testing, black certified teachers will constitute 4.3% of the teaching force; without testing, they would have constituted 20.6%.	2,085*	NA	NA	NA	4.3	NA	NA	NA	NA	21.0	NA	NA	NA	20.6

TABLE 54 (continued)

State	Impact: Narrative Statement	Number of Minorities Eliminated by Tests				Projected % Representation in Teaching Force With Testing					Estimated % Representation in Teaching Force Without Testing				
		Black	Hispan.	Asian	Nat. Amer.	Black	Hispan.	Asian	Nat. Amer.	Total[1]	Black	Hispan.	Asian	Nat. Amer.	Total[2]
Mississippi	The failure rate has been 67% for black candidates on thirteen administrations of the COMP from April 1983 to February 1987. Failure rates on the NTE at HBIs range from 30% to 46%. With COMP testing, blacks represent 7% of the candidates admitted to teacher education; without testing blacks would have represented about 14% of the candidates annually admitted.	1,268	NA	NA	NA	7.0	NA	NA	NA	10.6	20.0	NA	NA	NA	14.0
		(136 other minorities eliminated)													
New Jersey	From March to September 1985, 47% of the minorities in elementary education failed; 29% of the minorities in secondary education failed. With testing, minorities will represent about 8.6% of the newly certified teachers. Without testing, minorities would have represented 12.2% of the teachers.	410 (ALL MINORITIES)				NA	NA	NA	NA	8.6	NA	NA	NA	NA	12.2
New Mexico	An estimated 49% of the Hispanic students failed the basic skills admission test for teacher education at the public universities that reported ethnic data. With testing, Hispanics represented about 36% of the students entering teacher education. Without testing, they would have represented about 41%.	1	55	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

TABLE 54 (continued)

State	Impact: Narrative Statement	Number of Minorities Eliminated by Tests				Projected % Representation in Teaching Force With Testing					Estimated % Representation in Teaching Force Without Testing				
		Black	Hispan.	Asian	Nat. Amer.	Black	Hispan.	Asian	Nat. Amer.	Total[1]	Black	Hispan.	Asian	Nat. Amer.	Total[2]
New York	The failure rates for blacks on the General Knowledge section of the NTE were 58% and 60% on the October 1985 and October 1986 test administrations of the NTE. On the same test, failure rates for various Hispanic groups ranged from 20% to 70%. Approximately 658 minority teachers from various ethnic groups were eliminated on the General Knowledge section alone.	333	235	28	10	2.8	1.7	.05	.05	6.7	5.1	2.3	.05	.06	9.9
North Carolina	Approximately 25% of the black students were screened from admission to teacher education programs on the Communication and General Knowledge sections of the NTE. Of the black students who were admitted to teacher education programs, 64% failed the Professional Knowledge test. Failure rates for black students at the HBIs ranged from 41% to 92%. The elimination of at least 249 students at HBIs can be documented. Proposed higher cut-off scores will increase the severity of the current disproportionate impact on black teachers. In 1975, 1,542 black teachers were certified; in 1985; only 408. In 1975, new black teachers represented 15% of the pool; in 1985, 9.3% of the pool.	249	NA	NA	NA	9.3	NA	NA	NA	NA	15.4	NA	NA	NA	15.4

TABLE 54 (continued)

State	Impact: Narrative Statement	Number of Minorities Eliminated by Tests				Projected % Representation in Teaching Force With Testing					Estimated % Representation in Teaching Force Without Testing				
		Black	Hispan.	Asian	Nat. Amer.	Black	Hispan.	Asian	Nat. Amer.	Total[1]	Black	Hispan.	Asian	Nat. Amer.	Total[2]
Oklahoma	From 1982-1986, the failure rate on the OTCT was 53% for blacks, 35% for Hispanics, 33% for Native Americans, and 23% for Asian-Americans. An estimated 294 blacks, 46 Hispanics, 12 Asian Americans and 16 other minorities were rendered ineligible for the one-year license. The only HBI, Langston University, has had few graduates take and pass the OTCT.	294	46	12	216	1.7	.06	.02	2.8	5.7	2.8	.07	.02	3.3	7.3
Oregon	From December 1984-July 1986 the failure rate on the CBEST was 66% for blacks, 55% for Mexican Americans, 17% for Puerto Ricans, 34% other Hispanics, 26% for Asians, and 36% for native Americans. *In all, 155 minority candidates have been rendered ineligible for certificates.	31	77	25	18	0.2	0.8	1.1	0.5	4.0	0.6	1.2	1.2	0.7	5.1
		(An additional 35 minority candidates not included in the four groups above have been eliminated).													
South Carolina	South Carolina does not collect data by racial identity; however, from 1984 to 1986 the failure rate at HBIs on the SCEEE has been 72%. *Estimates do not account for black students at white institutions or white students at black institutions.	318*	NA	NA	NA	3.0*	NA	NA	NA	1.8*	7.5*	NA	NA	NA	7.5*
Tennessee	Tennessee does not report scores by racial identity to the public. In 1985-86 only 8 black students passed the NTE from the four private HBIs, and 118 students passed at Tennessee State University, a public HBI. The reporting system permits documentation of the elimination of only 10 students.	10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

TABLE 54 (continued)

State	Impact: Narrative Statement	Number of Minorities Eliminated by Tests				Projected % Representation in Teaching Force With Testing					Estimated % Representation in Teaching Force Without Testing				
		Black	Hispan.	Asian	Nat. Amer.	Black	Hispan.	Asian	Nat. Amer.	Total[1]	Black	Hispan.	Asian	Nat. Amer.	Total[2]
Texas	From March 1984 through June 1987, failure rates on the PPST have been 68% for blacks, 53% for Hispanics, and 43% for other minorities. Approximately 1,584 blacks, 3,392 Hispanics, and 462 other minorities were screened from teacher education programs. All minorities represent approximately 11.9% of the students who qualified to enter teacher education programs. Without testing, minorities would have represented 19.7%. Only 172 black students qualified to enter teacher education programs at the 8 HBIs from March 1986 through July 1987. Another estimated 2,920 veteran minority educators may have been eliminated on the TECAT.*	1,584 1,824*	3,392 755*	(462 OTHER MINORITIES) (341 OTHER MINORITIES)		2.1	8.2	(1.0 OTHER MINORITIES)		11.3	4.7	12.8	(2.2 OTHER MINORITIES)		19.7

TABLE 54 (continued)

State	Impact: Narrative Statement	Number of Minorities Eliminated by Tests				Projected % Representation in Teaching Force With Testing					Estimated % Representation in Teaching Force Without Testing				
		Black	Hispan.	Asian	Nat. Amer.	Black	Hispan.	Asian	Nat. Amer.	Total[1]	Black	Hispan.	Asian	Nat. Amer.	Total[2]
Virginia	Since 1982, the failure rate on the NTE for blacks has been 59%. Approximately 211 black candidates would have failed to qualify for an entry-level certificate had the July 1, 1986 rule been in effect since 1982.	NA	NA	NA	NA	4.4	NA	NA	NA	4.4	8.7	NA	NA	NA	8.7
Washington	Test data not available.	NA	NA	NA	NA	0.7	0.4	1.0	0.5	2.6	NA	NA	NA	NA	NA
	TOTAL	21,515	10,142	1,626	716										

1. Due to rounding and reporting errors, totals may not equal figures for separate racial/ethnic groups.

2. Due to rounding and reporting errors, and due to the inclusion of racial/ethnic groups not listed, totals may not equal figures for separate racial/ethnic groups.

NA = Not Available.

TABLE 55

AACTE HBI Education Major Report
Number of Baccalaureate Degree Recipients and Number of Students Completing Requirements Beyond a Baccalaureate Eligible for Initial Certification
1985-1986

Historically Black Institution	State	Number Bachelor's Degree Recipients	Number Post-Bachelor's Degree Students	Total
University of Arkansas-Pine Bluff	AR	73	5	78
Alabama Agriculture and Mechanical University	AL	57	40	97
Alabama State University	AL	23	10	33
Atlanta University	GA	0	0	0
Benedict College	SC	27	0	27
Bethune Cookman College	FL	13	0	13
Bluefield State College	WV	53	5	58
Bowie State College	MD	29	20	49
Central State University	OH	28	2	30
Clark College	GA	21	0	21
Coppin State College	MD	37	0	37
Delaware State College		31	16	47
University of the District of Columbia	DC	85	255	340
Fayetteville State University	NC	62	30	92
Fort Valley State College	GA	37	7	44
Grambling State University	LA	50	0	50
Howard University	DC	10	4	14
Jackson State University	MS	91	0	91
Jarvis Christian College	TX	20	0	20
Johnson C. Smith University	NC	14	0	14
Kentucky State University	KY	11	11	22
Lane College	TN	20	0	20
Langston University	OK	38	0	38
Lincoln University	MO	32	6	38
University of Maryland Eastern Shore	MD	14	1	15
Mississippi Valley State University	MS	36	22	58
Morris Brown College	GA	23	0	23
Norfolk State University	VA	80	8	88
North Carolina A&T State University	NC	75	19	94
North Carolina Central University	NC	32	70	102
Oakwood College	AL	25	0	25
South Carolina State College	SC	478	2	480
Southern University and Agricultural and Mechanical College	LA	93	76	169
Spelman College	GA	8	3	11
Stillman College	AL	1	0	1
Tennessee State University	TN	41	7	48
Tuskegee University	AL	27	0	27
West Virginia State College	WV	61	5	66
Winston-Salem State University	NC	67	14	81
Xavier University	LA	11	0	11
TOTAL		1934	638	2572

Conclusion

The prospects for maintaining a minority teaching force are indeed dim. In 1980 minority teachers constituted approximately 12.5% of the national teaching force. Black teachers represented 8.6% of all K-12 teachers; Hispanics, 1.8%; and American Asians and American Indians less than 1% (Andrews, 1983). With typical first-time passing rates on admission and teacher competency tests ranging from 15% to 50% for blacks, 39% to 65% for Hispanics, 37% to 77% for Asians, and 20% to 70% for native Americans, the nation is moving rapidly toward an overwhelmingly white teacher force. The impact of state testing policies makes it difficult not to conclude that the minority teaching force is under assault. Despite incomplete data within some states and unobtainable data from other states, the exclusion of almost 38,000 minority teachers through testing can be documented. Although competency testing of undergraduate students has been in existence in some states for nearly a decade, most of these potential teachers were disqualified within the last five years since 1983. Testing veteran teachers has also contributed to the crisis.

Corollary trends darken the future. For example, by the end of the century, the majority of 49 states will have been testing for over a decade, and most southern and some western and southwestern states will have been testing for over two decades. Additionally, preliminary evidence indicates that in several states, particularly in the South, one-third or more of the veteran black teachers have 25 or more years of experience and are rapidly approaching retirement. Furthermore, about 25% of newly prepared teachers select fields other than teaching. If current trends continue unabated, minority

representation in the national teaching force could be reduced to less than 5% by the year 2000.

The competency testing movement is inducing negative reverberations that will reach far beyond the exclusion of minority applicants from teaching. In the end, children will be affected. First, the presence of minority teachers contributes to the quality of education for all children in a pluralistic society. Whereas crosscultural exposure for children of the majority population is an especially important factor in their development of healthy social attitudes, minority role models are essential to the minority child's learning environment. Second, the restricted pool of certified minority teachers will result eventually in reduced numbers of minority superintendents, principals, curriculum supervisors, and counselors. In almost all states, two to three years of experience as a classroom teacher are prerequisite to administrative certification.

The impending crisis created by reducing minority teachers to less than 5% may be stated another way. The average child who has approximately 40 teachers during his/her K-12 school years can expect only 2 of the 40 to be from any minority group. The problem is not that a 95% white teaching force cannot teach minority children, but that the traditional informal interactions between the teacher and the community will be severed. Historically, minority teachers who have lived where they worked have had a powerful presence and encouraged, even exhorted, children and parents alike to attend to the business of school achievement. With a 95% white teaching force, interaction outside the school between most teachers and minority parents and their children through the social institutions --- churches, clubs,

community organizations --- will no longer be occurring. In truth, we have not done well with desegregating our public schools. Seventy percent of our minority children attend schools where "minorities are the majority." Thus, only about 30% of the minority children attend majority-white public schools. It is naive to assume that white teachers will live in the minority communities where they will be teaching. Instead, they will drive in and out of these communities each day. No passing word of encouragement on the street or at the church will transpire. No affirmation of the minority child's worth outside the school day is likely to come from the absentee white teacher.

Future generations of white and non-white children will see in their daily lives at school few adult minority members in the professional roles of teacher, counselor, and administrator and, in fact, will see minorities primarily in the roles of bus driver, cafeteria worker, custodian, and groundskeeper. The dignity of these latter job roles is not in question. What is questionable is that children must see that the nation will have made little progress toward achieving a society free of race and class distinctions. This daily view of the stratified society cannot help but shape the aspirations and social attitudes of the coming generations of children.

The reduction of the number of minority teachers to less than 5% will be especially untimely as the minority elementary and secondary public school enrollment reaches 30% by 1990. By 2000, one out of three Americans will be non-white. The National Center for Education Statistics (as reported in Andrews, 1983) indicates that minority

public school enrollment presently exceeds 50% in New Mexico and Mississippi. Minority public school enrollment is projected to approach 50% in California, Louisiana, South Carolina, and Texas by 1990. By the year 2000, Alabama, Arizona, Florida, Georgia, New York and North Carolina, which had 1980 minority public school enrollments ranging from 30% to 40%, are likely to approach the 50% mark. By 2010, Arkansas, Connecticut, New Jersey, Oklahoma, Tennessee, and Virginia with 1980 minority public school enrollments ranging from 17% to 28% will follow suit. Passing rates on competency tests for prospective minority teachers indicate that all eighteen of these states will be ill-prepared to meet the challenge of providing sufficient numbers of minority teachers.

For the nation to plunge headlong into the 21st century with a public school system devoid of minority teachers is unacceptable. Perhaps the dilemma facing public education has best been captured by Carter (1987):

> The single greatest need for improvement in the public schools is for better results for minority students. David Hornbeck, president-elect of the Council of Chief State School Officers, commented, 'When we ask what group of students in the common schools have we done least well by, indeed, we see that we have failed to meet the needs of minority students' (Montague, 1986). It is unthinkable that better outcomes for minority students could be achieved in the midst of a dire shortage of minority teachers. (p. 26).

The one positive effect of the competency testing movement is that it should force the nation to face its greatest failure in education--the failure to understand minority achievement and to develop instructional delivery systems that are successful with minority youth. Competency testing that eliminates disproportionate numbers of minority candidates must be viewed within the context of

this failure. Initially considered a reasonable and acceptable solution for improving the quality of education, competency testing is now in danger of causing irreparable damage to the democratic character of public education.

The use of pencil-paper competency tests to certify teachers has forced both educators and the public to challenge the most cherished premise underlying the philosophy of education in a democratic society: That persons regardless of socioeconomic status, race, or creed are guaranteed both excellence and equity in their pursuit of education. Furthermore, excellence has been reduced to a quality measurable by scores on standardized examinations; and, more specifically, excellence in teaching has been operationally defined in the narrowest sense, a high score on a pencil-paper test. Concomitantly, the issue of excellence has taken precedence over the issue of equity. Definitions of excellence that are inclusive of equity have fallen by the wayside in preference for definitions of excellence that are dangerously akin to elitism. Collaborative leadership from the Chief State School Officers, teachers, professional educators and the public must challenge new ways to perpetuate old inequities and must seek solutions to the dilemma of achieving excellence and equity simultaneously. Signs of the time foretell a brewing controversy and point to the need for re-examination of the competency testing movement and its long-term impact on the American promise of equity.

APPENDIX A

Tabulation of Responses of State Departments of Education
to NEA-CCSSO Study on the Impact of Testing
on Minority Teachers

State	Did Not Respond to NEA-CCSSO Request	Responded, Provided Test Results by Race and Ethnicity	Responded but Could Not Provide Test Results by Race or Ethnicity	Comments
Alabama			x	Data could not be provided by study completion date. Forthcoming.
Alaska			x	No teacher certification testing.
Arizona		x		
Arkansas			x	Data not available by race-ethnicity.
California		x		
Colorado			x	Data on CAT not available by race-ethnicity.
Connecticut		x		
Delaware	x			
Florida		x		Provided data upon request by researcher. Test results not received by 5/29/87.
Georgia	x			DOE data provided by professional contact originally. Recertification testing data provided by DOE during revision process.
Hawaii	x			
Idaho	x			
Illinois			x	Testing begins July 1988.
Indiana			x	Data not available by race-ethnicity.
Iowa	x			
Kansas	x			
Kentucky	x			

APPENDIX A (continued)

Tabulation of Responses of State Department of Educations
to NEA-CCSSO Study on the Impact of Testing
on Minority Teachers

State	Did Not Respond to NEA-CCSSO Request	Responded, Provided Test Results by Race and Ethnicity	Responded but Could Not Provide Test Results by Race or Ethnicity	Comments
Louisiana		x		DOE data provided by professional contracts and Louisiana Board of Regents.
Maine	x			
Maryland			x	First test report after July 1977.
Massachusetts			x	No teacher certification testing.
Michigan			x	
Minnesota	x			
Mississippi		x		
Missouri			x	Data not collected by race. No teacher testing.
Montana			x	NTE data not collected by race.
Nebraska			x	PPST data not received as of 5/29/87.
Nevada			x	Data not available.
New Hampshire	x			
New Jersey		x		
New Mexico		x		
New York		x		
North Carolina		x		
North Dakota			x	Data not available by race-ethnicity.
Ohio	x			
Oklahoma		x		
Oregon		x		
Pennsylvania			x	
Rhode Island	x			
South Carolina		x		Data not available by race-ethnicity.
South Dakota			x	No cutoff scores for entrance ACT/ ACT comp or NTE.

APPENDIX A (continued)

Tabulation of Responses of State Department of Educations
to NEA-CCSSO Study on the Impact of Testing
on Minority Teachers

State	Did Not Respond to NEA-CCSSO Request	Responded, Provided Test Results by Race and Ethnicity	Responded but Could Not Provide Test Results by Race or Ethnicity	Comments
Tennessee		x		Data not received as of 5/29/87.
Texas		x		
Utah	x			
Vermont	x			
Virginia		x		
Washington			x	Provided ethnicity on persons certified since testing began.
West Virginia			x	Data not collected by race.
Wisconsin			x	No teacher testing until 1988-89. Data not available By race-ethnicity.
Wyoming	x			
Total	15	16	19	

Appendix B

Notes on the September 20, 1987 Revision

On September 20, 1987 a revision of the May 30, 1987 version of The Effects of Competency Testing on the Supply of Minority Teachers was completed. Chief State School Officers were mailed portions of the original document to review and were asked to provide the researcher by mid-August with recommendations concerning accuracy, clarification, and correction. In addition to revisions made in compliance with recommendations from responding CSSOs, revisions were made to include data provided by some state departments of education that were unable to provide data in time for completion of the original version of the study. Notes related to the September 20 revisions are presented below:

State	Comments
Arizona	Arnold Danzig, Educational Information Center, provided comprehensive, additional data on passing rates by ethnicity. Data were not, however, included in the revision.
California	Richard Majetic, Commission on Teacher Credentialing, provided passing rates on the CBEST and NTE. Data were included in the revision.
Connecticut	Pascal D. Forgione, Jr., Office of Research and Evaluation, provided passing rate data by ethnicity on CONNCEPT. Data were included in the revision.
Georgia	Lester Solomon, Director of Teacher Assessment, Georgia DOE, provided by telephone data on passing rates of veteran educators by ethnicity on the TCT and made recommendations for revisions in the Georgia section. He recommended that Table 2 indicate that passing rates were first-time passing rates or Table 2 should contain eventual passing rates. Data were included in the revision and data in Table 2 were clarified.
Louisiana	Thomas G. Clausen, Superintendent of Education, and Steve Stevens provided additional data on NTE passing rates for institutions and made recommendations concerning inaccuracies in interpretation of data via Ramsey Seldon, Director of Assessment Center, CCSSO, Washington, D.C. Data were included in the revision.
Michigan	C. Danford Austin, Director, Teacher Preparation and Certification Services, responded that certification testing will become effective in 1991.

Mississippi	Gene C. Young, Educational Technologist, Department of Education, provided passing rate data by ethnicity on the COMP test. Data were included in the revision.
New Mexico	Gerard A. Dizinno, Evaluation Coordinator, Evaluation, Testing and Data Management, Department of Education, provided additional data on certification testing and made recommendations for revisions. Data and corrections were included in the revision.
North Carolina	J. Arthur Taylor, Director, N.C. Department of Public Instruction, Division of Certification, provided NTE passing rate data by ethnicity. New data were not included in the revision since time constraints for revisions did not permit extensive compilations by the author.
Oklahoma	Marlene White, Department of Education, confirmed the accuracy of the Oklahoma section based upon data cited. More current data will be forthcoming.
Oregon	Joyce Reinke, Director of Personnel Development, provided data on passing rates by ethnicity on the CBEST. The data were included in the revision.
South Carolina	Phoebe Winter, Office of Research, made recommendations for corrections by telephone. Corrections were made in the revision.
Pennsylvania	Thomas O. Mullikin, Chief, Division of Teacher Education, reported that data were not yet available on the first test administration held June 19 and 20, 1987.
Tennessee	Charles E. Smith, Commissioner of Tennessee State Department of Education, reviewed the draft of the Tennessee section and made no revisions. Jane L. Williams, Director, Teacher Education Career Ladder, provided data on the number of persons by race who had completed the probationary year evaluations.
Virginia	Susan G. Irby, Associate Director, Teacher Education/Certification, provided additional data that were not included in the revision.

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